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Addis Ababa University
College of Education and Behavioural Studies
Department of Curriculum and Instruction

**Appropriateness, Attainability, Balance and Relevance of Early Childhood
Education Curriculum in Addis Ababa**

By
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June, 2019
Addis Ababa, Ethiopia

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Advisor

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June, 2019

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Approved by the Board of Advisory Committee

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Acronyms

3R	Reading, Writing and Arithmetic
CAP	Contextually Appropriate Practice
DAC	Developmental Appropriate Curriculum
DAP	Developmentally Appropriate Practice
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
ESA	Ethiopian Statistical Agency
ESAA	Educational Statistics Annual Abstract
ESDP II	Education Sector Development Programme Two
ESDP III	Education Sector Development Programme Three
ESDP IV	Education Sector Development Programme Four
ESDP V	Education Sector Development Programme Five
GER	Gross Enrolment Rate
IQ	Intelligent Quotient
KG	Kindergarten
KSA	Knowledge, Skills and Attitudes
LVE	Living Values Education
MoE	Ministry of Education
MoH	Ministry of Health
NER	Net Enrolment Rate
ETP	Educational and Training Policy
NGO	Non-Government Organization
SSI	Semi-Structured Interview
UNESCO	United Nations Education Science and Culture Organization
UNICEF	United Nations International Children Educational Fund
WHO	World of Health Organization

Abstract

The purpose of the study was to explore the early childhood education curriculum (syllabus) in Addis Ababa, Arada city administration as a case study with specific focus on appropriateness, attainability, balance and relevance. The key reason why the researcher is motivated to study this issue was due to limited research has been done, so far on the issue in Addis Ababa as well as throughout the country. To achieve the objective of this study the researcher used a qualitative content analysis evaluation approach and interview. Depending on the research guide interview and the nature of the respondents, additional variety of data gathering tools including interview and observation were used. Out of 10 sub cities, the researcher selected purposively only one sub city (Arada). In Arada sub city there were 15 primary schools (government) however, the researcher selected only four of them namely: Africa Andnet No 1, Genet KG, Melkam Ermjachin and Meskerem purposively selected, there were 38 teachers. However for interview two teachers, one director and one supervisor from each preschools was selected. In addition, one coordinator and one expert were participated from Addis Ababa Educational Bureau. In general, 18 participants were participated. Therefore, for success of the study the researcher used the syllabus more as data analysis. Hence, the major findings are; syllabus has not inclusions like play, music and aesthetics as major themes. Moreover, other findings of this study were lack of appropriateness, attainability, balance and relevance and lack of qualities of early childhood education. Because the syllabus is out dated and below the status of the learner and teachers are not professionals. Although, in this study, there were lack of school facilities such as toilet, compound free play, shower and teaching aids are some of them. Generally, based on this study, recommendations were tend to MoE, Addis Ababa Educational Bureau and schools communities to improving early childhood education curriculum (syllabus).

Key Words: Early Childhood, Syllabus, Attainability, Appropriateness, Balance, Relevance

CHAPTER ONE

1. Introduction

This chapter provides brief explanation on introduction to the reader, so that she/he can have full picture of the context where the study was conducted. Hence, this study is concerned about early childhood education curriculum (syllabus) in Addis Ababa, Arada sub-city taking as a case with specific focus on appropriateness, attainability, balance and relevance.

1.1. Background of the Study

Early childhood is defining as the period from birth to eight years of age. It is a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them. Early childhood care and education (ECCE) is more than preparation for primary school (UNESCO, 2018). In line with this, the researcher argue that early childhood is very critical stage, every moment in early childhood education children needs follow-up, scaffolding, treatment, showing direction for the future, both mentally and academically. Over all global development of early childhood, education was first get attention in the 19th century in Europe and North America. Later on, it expanded to developing countries such as China, India, Latin America and Africa. Kindergartens and nurseries started (Kamerman, 2006).

Hence, Early Childhood Care and Education in Ethiopia started as early as 1900 with the opening of the first kindergarten center in Dire Dawa (Demeke, 2006). Since then, there is a lapse of over one hundred years. Over those years, the sector has been crawling and at times deadly stagnating without making meaningful move in terms of access and quality compared to other levels of the educational system.

Kindergarten program is a preprimary education program that caters service to children three to six years old. According to the Ethiopian Education Statistics Annual Abstract (2009-2010), the gross enrollment ratio in ECEC for the nation was only 4.3%. The efforts to expanding access to ECCE have been impressive for the last couple of years. This resulted in increasing gross enrollment rate (GER) from what was only 1.8 % in 1999 to 39% (40% boys and 38% girls) in 2015. Over the last sixteen years (1999-2015), ECCE enrollment has had an

increasing trend. Overall, it has increased by 37.2 percentage points- representing annual average growth rate of 9.79 percent.

Pre-primary education is important since it introduces children to basic learning skills that needed in primary schools and enhance their chances of success in the education system (MoE, ESDP V). In addition (MoE, ESDP IV), it has been proclaiming that educating children at an early age is more critical than at a later age. It is believed that the incidence of repetition and dropout in lower grades of primary schools would decline if children are better prepared at pre-primary level for school, which in turn would improve the internal efficiency of primary education (MoE, ESDP III, 2005). Pre Primary Education encompasses age group of 3⁺ to 6⁺ (1) years. It intended to acquire basic skills such as pre-reading, pre-writing, counting and arithmetic, which help children to be ready for the formal schooling. The program also helps children to develop reading, writing, arithmetic, and basic life skills like hand washing and table manner (Education Statistics Annual Abstract 2010E.C (2017/18 G.C)).

Likewise, Kindergarten education focuses on the all-round development of children encouraging their curiosity to learn and helping them to make sense of the world around them in preparation for a full life both in and out of school (life skills and educational). Kindergarten has three-year program at nursery, lower kindergarten and upper kindergarten at ages 3-4(nursery), 4-5(lower kindergarten) and 5-6years (upper kindergarten) respectively. Even though, children learn much from each other, especially from those just older and more experienced than themselves (MoE, 2009). Therefore, it is important for the age groups to mix, spending time together in both independent and facilitated play (MoE, 2009).

The aim of early childhood education is a versatile development of child's personality. Besides education and teaching, early childhood education also includes a basic care. Early childhood education should help a child to be ready and mature for a smooth transfer to primary school(Härkönen,2014).

According to (WHO,2012), investments in early childhood education is believed to be critical in forming the foundation for life-long learning and providing children with the opportunity to reach their full potential. This is because early childhood is a crucial phase of growth and

development, where early circumstances can influence outcomes across the entire course of an individual's life. In many high-income countries, there are a number of studies that support such relationships and strongly suggest that the best hope for correcting the educational disparity of children is to invest resources during their earliest years Cunha, Heckman, Lochner and (Masterov, 2005),Cunah and (Heckman, 2006) as cited in (Tassew and Mesele,2017). In line with this,two Ethiopian researchers (Tassew and Mesele, 2017) had conducted a research on early childhood education in Ethiopia and they reported that attending preschool offer is an advantage for the successful completion of secondary education. However, they did not evaluate the syllabus by selecting criteria to identify the challenges, importance, and possible opportunities in early childhood education.Generally, in Ethiopia some researchersconducted in the area of early childhood education. However,non-of the studies have tried to study the pre-school education curriculum in Ethiopia. Hence, the researcher felt that it is good to conduct research on the issue to fill the gap.

Although, this study explores the challenges and opportunities that emerge with early childhood by evaluate the syllabus its appropriateness, attainability, balance and reliability In Addis Ababa, Arada sub city taking as a case. The researcher has taken Arada sub citybecause itfound in the center of the city and well organized. Because of its location, the city KG teachers' training was found in the sub city, which had close attachment to it. Therefore, it was important to determine the capacity of kindergarten to equip students with knowledge, attitudes and skills that contribute to their success.

1.2. Statement of the Problem

Early childhood care and education supports children's' growth, development and learning, cognitive, social, physical and emotional development UNESCO(2007). The early years represent the most vulnerable time in the individual human development. It is of course, the best time for ensuring strong foundations for later learning and life chances. Early childhood care and education is the foundation of social inclusion and equality in life chances; cognitive, social, physical and emotional development of children.

Early childhood care and education (ECCE) is an umbrella term that encompasses development, growth, and education and care. (Marope, 2010) as cited in (Park, 2014)defined

ECCE as a holistic approach to support children from three up to eight years of age including health, nutrition, education, early stimulation and legal, social, economic, and emotional protection. For early childhood education, play is one of the mechanisms to teach children in early childhood classrooms. Children explore their world and learn through play. Of course, in early childhood education curriculum, children receive education from their parents, pre-school teachers and caregivers as well as with their peer groups in the form of play.

The key reason why the researcher is motivated to study this issue was, due to limited research has been done so far on the issue both in the region and in the country. And, due to a strong belief that the researcher had on the issue, hence for a little bit the researcher had less know concerning to early childhood education curriculum. Therefore, the researcher interest in the area of early childhood education curriculum has pushed to the researcher to study the issue. Therefore, the researcher conducted the study on early childhood education curriculum in Addis Ababa city administration (Arada sub city) taking as a case to evaluate the syllabus with specific focus on balance, relevance, attainability and appropriateness and to solve those problems and to put some strategic which mentioned at the above text. Moreover, the study attempts to find out answers to the following research questions.

1. To what extent early childhood education curriculum (syllabus) fulfil in terms of relevance, balance, attainability, and appropriateness in Addis Ababa city administration?
2. What are the challenges of early childhood education curriculum to fulfil the relevance, balance, attainability, and appropriateness of early childhood curriculum in the Addis Ababa city administration?
3. To what extent the investment of early childhood education curriculum that improves the challenges of the syllabus particularly its relevance, balance, attainability and appropriateness in Addis Ababa city administration?

1.3. Objectives

1.3.1. General Objective

The general objective of this study was to explore the early childhood curriculum in Addis Ababa, Arada sub-city taking as a case with specific focus on appropriateness, attainability, balance and relevance.

1.3.2. Specific Objectives

- To evaluate the early childhood curriculum (syllabus) in terms of its relevance, balance, attainability, and appropriateness in the city administration;
- To investigate the challenges to ensure to relevance, balance, attainability, and appropriateness of early childhood curriculum in the study area;
- To find out some possible opportunities that could help improve early childhood curriculum relevance, balance, attainability and appropriateness;

1.4. Significance of the Study

Education has long been considered as the key to a better life by improving the productivity and capacity of society. Therefore, this study expected to be significant in identifying the present status and challenges of early childhood education curriculum in Addis Ababa. By evaluating its attainability, appropriateness, balance and relevance, it expected that the results of this research would help come up with workable strategies that could help improve the early childhood curriculum (syllabus). It believed that it would have significance for policy makers and practitioners to use it as input in the improvement of the early childhood education curriculum (syllabus).

1.5. Scope of the Study

The scope of the study limited to Addis Ababa city Administrations, only government preschools. Other preschools run by private individuals or other institutions that they are not included in this study. Hence, the qualitative study is not possible to generalize based on the results.

1.6. Limitations of the Study

This issue needs comprehensive study, which involve different methods, and human and material resource. However, due to limited time and resource, the researcher had limited the data only on Addis Ababa city administration government preschools. Therefore, the study is specific in nature and the result should not generalize to other areas.

1.7. Key Terms

Appropriateness: refers to the suitability of the content to learners age, physical and mental growth

Relevance: refer to the responsiveness of the materials to the needs of the learner daily life with culture to which it meets the individual needs, interests, ability, aspirations and intellectual and physical abilities of the learners

Balance: refers to the inclusion of the content of learning from the cognitive, affective and psychomotor domains in a balanced and systematic way

Attainability: refers to the achievability of content with the real conditions of the typical teaching learning process (resources, teachers, time)

Curriculum: Curriculum in this paper refers to syllabus that elaborates the educational objectives, area of studies (contents), the method and materials to be employed and evaluation mechanisms to be used for a specific subject of education.

Evaluation: as a process which involves examining and forming subjective judgments.

Explore: is to look at something in a careful way, to learn more about it, to study or analyse something, to think about something in a thoughtful and detailed way to search through or in to study closely.

Early childhood: is define as the period from birth to eight years old, is a time of remarkable growth with brain development at its peak UNESCO (2018).

1.8. Organizations of the Study

The research was organized the chapter based on the qualitative paradigm. It is organizing the research report in to five chapters. Chapter one deals with introduction and this consists of background of the study objectives, significance of the study, scope of the study, limitation of

the study and organization of the study. This chapter is included to give brief information about the context where the study was conducted so the reader can have full understanding of the situation to understand the subsequent chapters. Chapter two covers the research agenda with brief justification why I want to study the issue with the objectives of doing the research and the basic research questions this research wants to answer. Chapter three covers the research methodology with detailed characteristics of qualitative research and elaborated justifications why I use qualitative research. In chapter four, analyses and interpretation of data are discussed. Then, major findings, summary, conclusion and recommendations are presented in chapter five.

CHAPTER TWO

2. Review of Related Literature

2.1. Introduction

Early childhood education (ECE) refers to programs for young children based on an explicit curriculum delivered by qualified staff and designed to support children's development and learning, from birth to eight years (UNESCO, 2018).

2.2. General Understanding and Trends of ECCE

Early childhood care and education supports children's growth, development and learning. It helps for children their cognitive, social, physical and emotional development that is from birth to entry into primary school. ECCE can be learned from family, friends, neighbors; family daycare for a group of children in a provider's home; center-based programs; classes/programs in schools; and programs for parents (UNESCO, 2006) as cited in (Park, 2014).

The rise of nuclear families and women's participation in the labour market have required strong institutionalized child care programs since the 1950s (UNESCO, 2006). Traditional home care of children, which women were responsible for, evolved into institutionalized ECCE, especially in the developed countries. Preschools succeeded in providing for children's safety and health needs; a comprehensive array of services that meet children's physical, social/emotional and intellectual needs. ECCE is an educational and readiness program that supports children's abilities to learn and that gets them ready for school. Schools collaborate with families to help them care for and educate their children (Morrison, 2012 as cited in (Park, 2014)). On the other hand, in developing countries, mostly relying on the agricultural sector, such role of women remains unaltered. Children are inclined to depend on other females, such as grandmothers, grandfathers and aunts; only in urban areas has institutionalized ECCE rapidly emerged (UNESCO, 2006). The gap in enrolment of ECCE between low and high income countries varies (UNESCO, 2012). For example, in low income countries, only 15% of children were enrolled in pre-primary education in 2010, whereas 82% of those did so in high income countries (UNESCO, 2006).

2.3. Early Childhood Care and Education

Early childhood care and education is the fundamental education that prepares the child for lifelong learning. First, it noted that early childhood is a sensitive period (UNESCO, 2006) as cited in (Park, 2014). Therefore, according to (Park, 2014) early childhood education curriculum is explained as follows.

Children's physical, mental, social and emotional functioning differs from that of older children and adults, and comprises distinctive stages and milestones of development.

Numerous progressive transformations occur in children's physical, mental, cognitive and socio-emotional facilities from earliest infancy to the beginning of schooling. These transformations mark the acquisition of skills and capacities, ways of relating, communicating, learning and playing.

Early childhood is the period when humans are most dependent on secure, responsive relationships with others (adults, siblings and peers) to assure not just their survival but also their emotional security, social integration, and cognitive skills.

Children's development is especially sensitive to negative effects from early under nutrition, deprivation of care and of responsive parenting, and ill treatment.

If children's basic needs are not met, or they are maltreated or abused, the repercussions are often felt throughout childhood and into adulthood.

While early development can be summarized in terms of universal general principles, the development pathways vary and are linked to individual capacities and special needs, gender, ethnicity, and economic, social and cultural circumstances.

ECCE is, often unrecognized as baby-sitting, which is an aid to working women, rather than education in itself (Ferguson, 2002) as cited in (Park, 2014). As such, the view of 'ECCE-as-babysitting' only emphasizes care, that is, the "natural, instinctive characteristic of being a woman" (Ferguson & Miller, 2000) as cited in (Park, 2014). Therefore, it is crucial that early childhood has its unique way of learning in early years. Piaget and Vygotsky argue that children construct their knowledge by exploring the environment (Broström 2006; Morrison, 2012) as cited in (Park, 2014). In this sense, children's interactions with the environment (e.g. adults at home, teachers in ECCE centers, etc.) are a core part of their development Xu, 2005 as cited in (Park, 2014). Thus, ECCE goes beyond simple care to encompass education,

enabling young children to solidify a strong foundation in their early years as a whole package, stimulating their cognitive, social and emotional and language development (Park,2014).

2.4. Early Childhood Care and Education in Ethiopia

Development theories of the mid-20th century, lots of other miniature models, empirical investigations, and practical interventions have all consistently documented. And, early childhood experiences are critical for rapid brain, cognitive and language development. The human brain develops most markedly in the first five years of life as almost 85 percent of the sculpting of the brain's neurological architecture happens between birth and age of five (Heckman, 2011 in Blondin, 2011). Learning in the 21st century is defined as skills and abilities that (a) enable children to reap the benefits of education and (b) are central for social and economic development (Robinson, 2011). A large body of data from economics, biology, and psychology shows that educational equity is more than a social justice imperative. It is an economic imperative that has far-reaching implication for a nation (Heckman, 2011). An examination of the predictors of learning achievement in primary and secondary school clearly indicates the importance of early childhood development (Britto, 2012). A research from high, middle and low-income countries has clearly demonstrated. These children who are prepared for school or who enter school "ready to learn" are more likely to succeed in school, achieve higher learning outcomes, and less likely to drop out or repeat a grade and hence reduce budgets. There is today, a growing interest in early childcare and education in Ethiopia both by the government and by the public (Tirussew, 2017).

2.5. Current Policy and Practice of Early Childhood Curriculum in Ethiopia

This section assesses the early childhood care and education policies and other related documents as well as the on-going practices on the ground as of 1991. Early care, education and development require the provision of appropriate nutrition, stimulation, social protection and education to ensure the holistic development of children. The education and training policy (1994) under its general objectives is to develop the physical and mental potential, problem-solving capacity of individuals by expanding education, and in particular by providing basic education for all. It further underlines that kindergarten will focus on all-

round development of the child in preparation for formal schooling to ensure the smooth and holistic development of children during their formative years. The policy further states that, teachers from kindergarten to higher education will be required to have the necessary teaching qualification (ETP, 1994). Furthermore, it underlines that the language of teacher training for kindergarten and primary education will be the nationality language used in the area (Tirussew, 2017).

However, the policy leaves the ownership and responsibility of pre-primary education for the community and the private sector and dilutes the role of the Ministry of Education. What is more, the Education and Training Policy and Its Implementation document of the Ministry of Education indicates that pre-primary education should not be mandatory and top priority though there will still be the indirect involvement of government (Tirussew 2017). According to Tirussew in order to facilitate the implementation of ECCE national policy framework, the ministry of education should develop strategic and operational plan with the aim of achieving the policy's vision by increasing access and improving the quality of ECCE. The ECCE Program is based on the 4 basic pillars, namely; (i) parental education, (ii) health and early stimulation program, (iii) preschools (community-based kindergartens) and (iv) Community-based Non-formal school readiness (MoE, 2010). There is a strong synergy between the policy framework and strategic operational plan elaborating the health, nutrition, care and educational activities to be carried out from prenatal period until the child starts formal education. At the same time, ESDP IV (MoE, 2010) emerged with relatively a comprehensive understanding on the importance of ECCE with clear and well-pronounced statements on the role of the government as well as the direction of the development of ECCE in the country. It considered ECCE as one of the priority areas for the education sector underlining the potential of ECCE for the overall improvement of quality and efficiency of education, increase for higher enrolments to primary school, bedrock of Education for All (EFA) goals and the right of the child. Furthermore, it showed its commitment to play a leading role to establish a coherence governance structure of ECCE in collaboration with the ministry of health and ministry of women, children and youth affairs. According to ESDP V, 2015; GTP II, 2015) the educational system is expected to achieve an average 80% GER in pre- primary education by 2020. To this effect, a mix of modalities, that is, three-year kindergarten program for children of ages 4–6; one year O-Class for children of age 6, child

to child program; and two months accelerated child readiness program will be explored to reach target (MoE, 2015).

2.6. Quality of Early Years Education in Ethiopia

According to (Abraha, 2017), it has been over a century since the introduction of secular education in Ethiopia. In those years of experience, areas of concerns varied from time to time. For about six decades (from 1900' to 1960's), the idea of contextual relevance stood at the front line and instigated debates over the relevance of the curricula and classroom instruction. As the system imported from French, the curricular at the time reflected European cultures and system of knowledge without much consideration to the cultural, social, political and economic elements of the country. Teachers, headmasters, medium of instruction, examinations were copies of the French society and the curriculum was dominated by language subjects, probably for diplomatic purposes (Work, 1934; Tekeste, 1990; Richard Pankhurst, 1962 as cited in (Abraha,2017). The scope of educational opportunity was also limited and when the Italians invade the country in 1935, there were only 4,200 students in 21 government schools MoE(1984) as cited in (Abraha, 2017). It is difficult to assume formal education for Ethiopians during the invasion of the Italians. The type of education was rudimentary and limited to the lower ages, just as an activity rather than as a process of human development. After the expulsion of the Italians and the start of school reconstruction in 1942, history identifies two major challenges. (a) there was no coherent and uniform educational practice in the country; and (b) in the 1940's and 1950s, the influence shifted towards Britain and USA respectively, and same as that of French, teachers and curricular materials were imported and medium of instruction at all levels became English Teshome, 1979; MoE, 1948 as cited in (Abraha,2017).

2.7. An Overview of the Status of Early Childhood Care and Education in Ethiopia

In strict sense, public interest in modern early childhood care and education started as early as 1900 with the opening of the first kindergarten center in Dire Dawa, (Demeke, 2006) as cited in (Girma, 2017). Since then, there is a lapse of over one hundred years. Over those years, the sector has been crawling and at times deadly stagnating without making meaningful move in terms of access and quality compared to other levels of the educational system.

Kindergarten program is a preprimary education program that caters service to children four to six years old. According to Education Statistics Annual Abstract (2009-2010), the gross enrollment ratio for the nation was only 4.3%. The efforts to expanding access to ECCE have been impressive for the last couple of years. This resulted in increasing Gross Enrollment Rate (GER) from what was only 1.8 % in 1999 to 39% (40% boys and 38% girls) in 2015. Over the last sixteen years (1999-2015), ECCE enrollment has had an increasing trend. Overall, it has increased by 37.2 percentage points- representing annual average growth rate of 9.79 percent. Whether or not these droplets of changes trickling for the last so many decades taken as an outstanding achievements. It is a theoretical and practical dilemma (Girma, 2017).

According to Girma there are children in the cohort group that still lacked the opportunity to get the service. Empirical studies and baseline surveys conducted by academic institutions and philanthropic organizations (e.g., UNICEF, 2007), for example, advocated the importance of need-based childcare services as part of the overall child rights. Very recently, regions have started to run preschool classes (commonly called O-grade programs) within the primary school premises with the intent of mitigating the problem of access. It is true that the current mainstreaming of ECCE into the first cycle of primary education reported to effect increased enrollment. In terms of access, this approach has drawn thousands of preschool children from low income families to these enter. This state-initiated preprimary education program, though, its purpose and implementation strategies are not explicitly outlined, it is supposed to implicate multiple positive effects for Ethiopian children. Apart from paving the way for smooth transition to the formal education by bridging the gap between children that had access to the service and the ones that denied of this opportunity, it expected to increase school success by reducing the high dropout rate and the diminishing efficiency observed in the first cycle of the primary education.

Absence of clear guideline on how to run this program, however, is the other side of the coin. The primary schools that operate under serious budget and logistic constraints expected to host these centers. Whether or not this resource-sharing scheme would yield better result in preparing out of preschool children for the formal school system is open to empirical research. Whether or not this modality is meaningful and promising in terms of providing

developmentally appropriate care and education service to children is a point of argument. A fast growing increment in preschool enrollment domestically and the upsurge for enforcing child rights conventions globally can be attributed to changes in population structure in the age group, and to some extent related to family variables such as income, educational and employment status of parents especially mothers.

The development of ECCE policy documents cannot be taken as a miraculous event in the history of early childhood care and education in Ethiopia, rather it is a natural outcome of socio-historical events that took place domestically and globally. A number of push and pull factors prompted the development of the policy documents. The 1998 conference by African Ministers of Education UNESCO, 1998), the steady and unprecedented support and advocacy for the well-being of children by international development partners such as the UNICEF and the World Bank created sense of urgency in Ethiopia to launch sector wide ECD policy that involved main stream ministries. The national policy framework for early childhood care and education document (2010) stipulates the four basic pillars of ECD service delivery comprising parental education, health and early stimulation program (prenatal to 3+years) preschools: community based kindergartens (4-6+years), and community based Non-formal school readiness programs (Girma, 2017).

The modalities of early childhood development services vary considerably. They range from the long standing traditional Church and Koranic early childhood care and education institutions to modern preschool programs designed along the Euro-American types. They vary considerably in terms of philosophy, structure as well as process variables .Whether these centers operating at federal and regional levels are designed along Rousseau's lazes-faire approach, Froebel's notion of supervised play or Montessori's modality of environmental exploration is not clear and properly documented. A number of early childhood care and education centers here in the capital and the regions especially in the urban areas, for example, claim that their programs are manipulated along the Montessori approach.

The Montessori approach presets the availability of sand trays, chalkboards, and language cards to enhance imagination which many centers in the Ethiopian context are lacking (with the exception of few private ECCE centers) (Girma,2014). Ministry of Education has set

standards for preschool centers in terms of size of the compound and classrooms, facilities, offices, toilets, dining rooms, and first aid kits. However, according to UNESCO, 2018 Cluster office Addis Ababa (2006) report, none of the preschools visited by the office met the standard set by the Ministry of Education. The newly developed curriculum (MoE, 2009), is a means towards standardization of programs. However, exaggerated differences in structural and process variables in the centers could result in significant variations among children in terms of immediate learning experiences and lasting cognitive and social outcomes. The overall objective of preschool education is to make children ready for the formal school system. When children join the formal school curriculum, they are expected to demonstrate age appropriate developmental milestones. Due to wide variations in age and preschool environment, there is marked difference among grade one students in terms of their cognitive development and social adjustments. Lack of standardization is an impediment to the provision of developmentally appropriate quality early childhood education. Hence, this critical reflection attempts to explore the developmental appropriateness and cultural relevance of early childhood care and education in terms of teachers' profile, care giver-child interaction, children's involvement in the discourse and appropriateness of the overall environment in nurturing children's developmental milestones articulated in the national policy framework and ECCE curriculum (Simon & Rebecca,2017).

2.8. Major Challenges of Ethiopia's Early Childhood Education

It is possible to present numerous challenges of the Ethiopian early childhood education system from access to equity to quality and more. However, this review is deliberately made to be specific, and quality problem is addressed as major challenge. This problem can be conceptualized as a quality problem in environment and physical space, curriculum content and pedagogy, early childhood educators and care givers, partnership with families and communities and access to young children with special needs (Fantahun, 2016). The environment and physical space, the quality of preschools in Ethiopia is very low (Tirussew, et al. 2009 as cited in (Fantahun,2016). As Ethiopia is a developing country and preschool education is an expensive investment, preschools might not afford to provide quality preschool education. Parents who are sending their children to preschools in Ethiopia are poor, in most cases, and the quality of the preschools are more likely to be of low quality. As

to (Taylor, 2009), low-income families tend to have low quality preschools to send their children. The quality of preschools in terms of environment, physical space is developmentally stimulating low. For example, most of the preschools in Addis Ababa are functioning in rented compounds where the indoor and outdoor spaces are not adequate for children for exploration, play and practicing life skills (Fantahun, 2013). Materials that promote problem-solving activities, critical thinking, and creativity are scarce in most preschools. (Hoot et al.,2006) explained the nature of the classrooms as overcrowded classrooms with a student-teacher ratio of 1:30 or greater. (Tirussew, et al. 2009) also indicated that preschools lack child-sized toilets, appropriate and neat playground materials, and overcrowded classrooms.

Curriculum content and pedagogy are made by the government to develop ECE curriculum in order to meet the children's holistic developmental needs and consider cultural contexts (MoE, 2009). However, the implementation of this curriculum in governmental as well as private preschools remains a concern. Several factors impede the implementation of the government curriculum/syllabus. Some of these obstacles include availability of foreign curriculum, teachers' competence to translate the syllabus into practice, and parents' choice. The most common problem is that parents demand ECE teachers and kindergarten owners to teach their children to read, write, and speak English language (Fantahun, 2013).

In almost all the preschools, preschool program policies are not clearly communicated, if at all they exist. Program policies do not clearly stipulate what expected of the families and communities in the education of preschool children. Guidelines are not, in most preschools, established as to how parents could participate and could be involved in the preschool program. Community participation has not clearly understood in preschools and most of them have no such practice of working with communities. Partnership with families, communities and preschool-community collaboration is low because parents have limited capacity and time to participate substantially in their children's education. In almost all the preschools, preschool program policies are not clearly communicated, if at all they exist. Program policies do not clearly stipulate what is expected of the families and communities in the education of preschool children. Guidelines are not, in most preschools, established as to how parents could participate and could be involved in the preschool program (Fantahun,2016)).

2.9. Kindergarten in Ethiopia

Kindergarten in education focuses on the all-round development of children encouraging their curiosity to learn and helping them to make sense of the world around them in preparation for a full life both in and out of school (life skills and educational). Although children aged 4-6 are at a similar stage of cognitive development (pre-operational stage), slight cognitive differences appear among them. Therefore the pre-primary education curriculum of Ethiopia has three stages: 3-4 age, 4-5 age and 5-6 ages. Children learn much from each other, especially from those just older and more experienced than themselves. It is, therefore, important for the age groups to mix, spending time together in both independent and facilitated play (MoE, 2009).

2.9.1. Goal of Kindergarten in Ethiopia

The goal of kindergarten education is to help children develop their emotional, cognitive, physical and social domains, thus encouraging their ability and enthusiasm to continue to learn in both informal and formal environments and develop their social and educational skills (MoE, 2009).

2.9.2. Approaches to Kindergarten Education in Ethiopia

Kindergarten education uses a child-centred approach where children can learn through play in an informal environment at their own pace. Free play encourages the child to engage in learning voluntarily, experimenting and making their own discoveries both independently or with other children and adults. This contributes to the formation of their identity, expression and social learning.

Adults can develop the work in line with the children's needs and level of understanding. All children learn differently at different speeds so adults need to be sympathetic to each child's interests and needs, considering each child individually and avoiding a blanket approach. Children do not compartmentalize their learning. Their learning and experimentation is integrated and adults must understand the rich opportunities for learning many areas of the curriculum within one activity. For example: science, mathematics, narrative and social skills may be learnt during a creative arts project as well as the art and motor skills. Children need

to experience the relevance of their world before they separate themselves from it and begin to analyse it in a detached way (MoE, 2009).

2.10. The Meanings of Syllabus

Syllabus is necessary to consider possible definitions of the term to provide a basic framework for evaluation. Syllabus is a set for a particular subject, and outline for a course that you are either taking or teaching. In addition, it is a brief introduction to the class and the scope of the material (Aftab, 2011).

According to Hutchinson and (Waters, 1987) as cited in (Shabana T. 2017), define syllabus at its simplest level “as a statement of what is to be learnt” interprets a syllabus as “the specification of a teaching programme or pedagogic agenda which defines a particular subject for a particular group of learners.

Syllabus is a contents of a course of instruction and the order in which they are to be taught' Richards et al. ,1992 as cited in (Suter, 2001). According to, White, 1988 (as cited in (Suter, 2001), an important feature of process syllabuses is that they are organized around learners' learning preferences. Syllabus plays a variety of valuable functions for different groups, and it is a course plan for students, a teaching tool or resource, an artefact for teacher evaluation, and evidence for accreditation (Albers 2003, Hockensmith, 1988), Matejka & Kurke, 1994), Parkes & Harris, 2002), Slattery & Carlson 2005, Smith & Razzouk 1993 and (Thompson, 2007) as cited in (Susan, 2012).

In addition, (Chandra S., 2014), defined a syllabus is a document that outlines everything that will be covered in a class. When you teach a class, you may be required to make an outline of what you will expect the students to do in your class

2.11. The Purpose of Syllabus

The purposes of a syllabus are almost as varied as the possible contents but can be grouped into several categories. Either the first purpose of a syllabus is explicitly or implicitly, it is to serve as a contract between the instructor and the student. In addition, that syllabus serves three major roles: the syllabus as a contract, the syllabus as a permanent record, and the syllabus as a learning tool (Parkes & Mary, 2017).

According to Robinson(2011) as cited in (Murphy, 2018) describes syllabus design as the compilation of decisions regarding units and their sequence of performance. At the lowest level, the syllabus may simply be a reminder or a list of things to do for the busy teacher who has little classroom planning time.

However, a good syllabus does much more than that. A well-written syllabus could provide a doorway into the pedagogical beliefs of the teacher (or the course writer).

Hutchinson and Waters, 1987 as cited in (Murphy, 2018), the purpose of the syllabus is:

To break language down into manageable units and provide a practical basis for textbooks and instructional blocks

To thus provide teachers and learners with moral support

To reassure students and/or sponsors that a course has been well planned: its cosmetic role

To give both students and teachers an idea of where the course is going

To act as an implicit statement of the views held by the course designers

Regarding language and language learning—telling students not only what they are to learn but why

To guide the selection of materials, texts and exercises

To ensure an element of uniformity across a school or educational system

To assess how successful a student has been during a course by providing a basis for testing

2.12. Approaches to Course Design and Model of Syllabus

Any course involves teaching and learning for specific subjects that needed by particular learners for a particular purpose. The approach makes use of the methodology and activities of the disciplines it serves. It is centered on the learners' subject and genres appropriate to many activities.

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. There are three approaches to course design:

Language-Centered Approach:It aims to draw as direct a connection as possible between the analysis of the target situation and the content of the ESP course. It concentrates on performance.

Skills-Centered Approach:It is for helping learners for developing skills and strategies which continue after the ESP course by making learners better processors of information.

This approach, concentrating on competence, is based on two fundamental principles: Theoretical and Pragmatic.

Learning-Centered Approach:This approach is based on the principle that learning is totally determined by the learner. Learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. It concentrates on how to get competence(Murphy, 2018).

2.12.1. Components of Model of the Course

Objectives of the Course

Syllabus and Course Material

Teaching Methodology

Classroom Activities

Materials and Equipment in the English Language Lab

2.13. Evaluation of Preschool Curriculum Objectives in terms of Values Education

According (Duman,2014), developing values is a complex process that is unlikely to yield immediate or easily measured results. In this process among other requirements, school curriculum has a significant task of forming, mediating, and firmly establishing desirable values in the students. Although most educators agree that schools should teach values both in the formal and in the hidden curricula, the type of value to be included in the curriculum is controversial. What is most worth developing in values education is one of the concerns. To address this concern, there exist global and local programs or legal actions that are of great use in selecting the values to be included in the curriculum:

In the framework, values education in early childhood has centred on these seven themes;

Respect for self and others, fostering co-operation and conflict resolution skills,

Appreciation of diversity, global awareness and multicultural education,

Practical implementation of the convention on the rights of the child, as a set of values universally accepted as essential for children to be able to fulfil their potential

The role of pervasive cultural violence, including television, movies, drama portrayals that are stimulated by toys,

Love and respect for nature,

Stimulation of the child's imagination through creativity, establishing multi-cultural programs that help young children integrate spiritual/religious with secular learning, or bridge the gaps of experience often faced by multiple language or multiple cultural groups (UNESCO, 2000).

- Living Values Education (LVE): LVE program is a comprehensive values education program, facilitated by the association for living values education International (ALIVE International), a non-profit-making association of organizations around the world concerned with values education. Hence, UNESCO, host of other organizations, agencies, governmental bodies, foundations, community groups and individuals, also supports it. The program helps teachers and parents facilitate children and youth exploring universal values that would be present in a better world. It develops values including co-operation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance and unity to fulfil the potential of the individual and create harmonious, effective communities. LVE is currently used at thousands of sites in more than 80 countries throughout the world (ALIVE, 2008).

2.14. Issues of Developmentally Appropriateness Curriculums (DAC's)

Bredenkamp & Copple (1997) as cited in (Sing, 2001) many ECE professionals have highly recommended DAC as an appropriate curriculum. Appropriateness for early childhood education curriculum must its focus on: experience-driven education, developmental theories, child-centered curriculum, play-based approach, teacher-family-support, and environment. Sing added that DAC's emphasis on children's meaningful learning experience in early childhood is rooted in the experience-driven thinking of Rousseau, Pestalozzi, Froebel, Montessori and Dewey (1938). Dewey, 1938 as cited in (Sing, 2001) children can learn from their past-present-future experience particularly in early childhood hence child-centered education, DAC focuses upon the child-centered curriculum.

Since every child's experience lives on in further experience in learning, DAC values children's lived experience. With special emphasis on the age appropriateness and individual appropriateness, the underlying principles of DAC are highly consistent with the following developmental theories. The maturational theory of Gesell is the key foundation stone of DAC, because it stresses that growth determined at birth and that specific skills occur at predictable stages in a particular order. Hence, environment has little influence over early growth and development. Besides, Piaget's constructivist theory has influenced DAC significantly, as it highlights that intelligence is adaptation to the environment and thinking is qualitatively different at each stage: sensorimotor (0-2 years), re-operational (2-7 years), concrete operations (7-11) and formal operations (11-15). It entities needs of children at different ages/stages, beginning with a need for trust for infants, autonomy for toddlers, initiative for preschoolers, and industry for school-age children and highlights the importance of social interaction in development. In addition, DAC has adopted strategies in the behavioral theory of Skinner to promote children's learning. It states that environment is important in shaping all aspects of behavior and consistent positive reinforcement ensure that behavior will repeat. Furthermore, the socio-history theory of Vygotsky accepted in DAC's principles. Vygotsky believes that social and historic forces shape intellectual ability and language is a primary tool for conveying society's values. Moreover, he highlights the scaffolding effect from adults on assisting children's learning in their zone of proximal development. In addition, based on Maslow's theory of humanism, DAC always concern itself with children's needs. It believes that humans motivated by fulfilling certain needs: physiological and social-emotional needs. Finally, DAC emphasizes the influence of social interaction in learning through imitation as advocated in the social learning theory by Bandura.

Preschool and kindergarten children in child-centered classrooms had higher expectations for their own success, were less dependent on adult permission and approval, and were more willing to attempt challenging academic tasks. In addition, children in appropriate classrooms had attitudes that are more positive about school. Moreover, classrooms characterized by child initiation appear to facilitate children's creative development. Children in appropriate classrooms are exhibited a better performance than children in academically oriented. According to Froebel, Montessori and Piaget in children's free play, DAC has emphasized

play-based approach because play by young children is an effective vehicle for promoting learning Bredekamp&Copple, 1997(Sing 2001 as cited in). DAC has encouraged collaborative teacher-family support to children. During early childhood, children are largely dependent on their families for identity, security, and care. Good communication and rapport between families and teachers help build mutual understanding and guidance, and provide greater consistency for children Bredekamp(1987) *ibid.* Finally, creating interactive, stimulating, healthy and safe learning environments for children is an essential component of DAC Bredekamp&Copple(1997)as cited in(Sing, 2001). This falls into Dewey's (1938) thinking on experience. Dewey (1938) as cited in (Sing, 2001), he emphasizes that physical and social environment can shape one's actual experience.

Although DAC is currently enjoying wider acceptance because it is beneficial to children's emotional well-being, which is an important prerequisite to intrinsic motivation and optimal learning; and cognitive development, as well as its relevant theory-based beliefs as mentioned above, some researchers are still doubtful about DAC's relevance in raising questions on developmental theory, multicultural sensitivity, curriculum and teachers. According to (Sing, 2001) cited in (Spodek and Saracho,1994) argue that educators need to separate the curriculum content of education (what we teach) from the process of education (how we teach) and only teachers can know how to select appropriate contents, from the cultural and educational perspectives, not only from children's developmental capability.

2.14.1. The Concept of Developmental Appropriateness

Developmental appropriateness is an umbrella construct, which places these vital features on a plane view without ignoring their peculiar features. In view of these new trends, the concept seems to get acceptance among stakeholders and has become an area of early childhood care and education practice and research. The education of young children Naeyc(1987)as cited in (Girma,2017)in a position statement on developmentally appropriate practice (DAP) in early childhood programs serving children from birth through age eight defined the concept as having two dimensions: age appropriateness and individual appropriateness the same to that with relevance, balance and attainability.

An age appropriate curriculum is meant to meeting the physical, social, emotional, language and cognitive development of children through the provision of appropriate materials and equipment. An age appropriate curriculum enables ECCE teachers to plan and implement activities as per developmental levels of children. The conception that development is governed by universal biological laws irrespective of cultural diversity that is homogenizes children and disregards individual differences. It debilitates or ignores social roles played by children and the socialization process that varies from one culture to the other. For countries such as Ethiopia with multicultural heritages, assuming development as progressing in a predetermined way does not give much sense. The very idea of developmental appropriateness of ECCE program is worthy in its responsiveness to age and individual child variability within the broader cultural context(Girma,2017).

In spite of that a developmentally appropriate curriculum is supposed to be rich and diverse in its coverage to address children's interest coming from diverse family backgrounds. The diversity and flexibility of the developmentally appropriate curriculum provides immense opportunity for children, caregivers and the overall environment to interact in multiple and reciprocating ways. A new alternative acronym CAP, "Contextually Appropriate Practice" has come to the arena as anti-theses to the earlier conceptualization of developmentally appropriate practice. According to Girma cited in (Woodhead,2006), the alternative acronym underlines the importance of tuning aspects of ECCE policies, services, curricula and practices in light of circumstances and children's lives the material and cultural resources available to socialize children and parental and community expectations for young children. Recent theories of child development are in line with this new paradigm shift from DAP to CAP. Accordingly, the new conceptualization CAP has three key themes that have important bearings for ECCE policy: (i) diversities in early childhood; (ii) development is a social and cultural process; (iii) early childhood is socially constructed. The social constructivist theory Vygotsky, Bronfenbrenner systems theory, and the notion of developmental niche are increasingly getting appreciation in their rigorousness and plausibility. To interpret child development in the realm of the physical and social settings children develop; the culturally regulated customs and child-rearing practices; and the beliefs or 'ethno-theories' of parents teachers and others responsible for their care and development(Girma,2017).

2.15. Relevance

Relevance is, in particular, not an absolute property; nothing is either relevant or irrelevant in and of itself (Cheffler, 1978) as cited in (Ranaweera, 2000). Relevance in education is considered as one of the main factors contributing to the development of the individual. And the nation, and to the improvement of the quality of life, then it necessarily follows that it should be relevant to the historical, social and cultural traditions of the country, national development goals, socio-economic conditions, environment, natural endowments and the aims and aspirations pertaining to the quality of life of the community. Relevance in this, is considered from three angles in relation to the quality of education: one the need to root it in national values and to achieve cultural identity; second the strengthening of links between education and development, and integration with the world of work; and third the new environment that is being created by the scientific and technological means.

In the field of education and content of education, there is a strongly held opinion that relevance is considered from the point of view of the learner (Lemke, 1981) as cited in (Ranaweera, 2000). According to (Ranaweera, 2000), there is no single body of material, no single group of problems, no set of needs, which is relevant to all learners; a variety of curricula is therefore needed.

Any curriculum, which is structured around subjects and the accumulation of information, has little chance of being relevant to the learner. Relevancy is a matter of purpose. It may be that, as in the case of the faculty theory of psychology presented earlier, those planning the curriculum are not concerned with relevancy. They may only be concerned with efficiency. In that case, a thorough re-examination of directions, goals, purposes, accomplishments and aspirations is in order to fundamentally change the educational system one must make it relevant first, and then efficient. (Ranaweera, 2000), referring to various quantitative and qualitative criteria and indicators that have been suggested for evaluating content, Rassekh and Vaideanu (1987) as cited in (Ranaweera, 2000).

These different sets of criteria or indicators may prove satisfactory in certain situations, but the multidisciplinary and indissociable nature of the sources of contents and the goals of education calls for a comprehensive approach and a synthesis between internal requirements

of a specifically educational character and external requirements. The relevance of contents as a set of values, knowledge and know how is a basic initial problem confronting curriculum designers, teachers and evaluators alike. They must perceive the very close connections between the various characteristics of the contents, which cannot be balanced unless they are coherent, responsive unless they are flexible, and so on. It is sometimes asserted that the degree of relevance of the content of formal school learning is weaker than that in the non-formal sector. The need arises therefore to examine the issue of relevance in relation to the purposes of schooling.

The social relevance of school learning is emphasized as follows. Seen in long-term perspective, then, the school is a means for the improvement of society. The ultimate fruit of the knowledge it seeks is its use in life. Schooling must be organized as to bring knowledge to bear on life's problems and, in so doing, to train students in the proper application of what they may know or come to know. Practical problems of the larger community should serve to provide the major framework within which all the school's activities are set. Separate as abstract intellectual specialties, the school's subjects are brought together in their common application to shared social problems. Curricular integration is accomplished not by some internal structural scheme, but by a pervasive view of the content of schooling as an instrument in the service of the larger society. Education made relevant by making its instrumental values dominant. A remote education, bringing nothing to the resolution of the problems of society, is a luxury society neither can nor should allow. The danger inherent in attempting to make education relevant by conceiving schooling as an instrument for the implementation of designated social values, taken as ultimate, has also to be recognized. It may, if applied uncritically, be a source of danger to the ideal of a free and rational society. It has therefore been asserted that the primary task of education is «not to be relevant, but to help form a society in which its ideal of free inquiry and rationality shall themselves have become chief touchstones of relevance (Scheffler, 1978) as cited in (Ranaweera, 2000).

2.16. Balance

One of the major problems in curriculum design related to the organization of content in general education has always been that of achieving a balance. Moreover, between the various

components (or disciplines) that stakes a claim for inclusion in the curriculum in order that all the desired objectives are adequately covered. In the past, there had always been a body of knowledge or disciplines traditionally regarded as indispensable for the education of the child. This invariably included the 3Rs, but in addition to the cognitive subject content, moral, aesthetic and physical education provided as a balance.

The need to consider the issue of balance from a wider perspective encompassing the various components of the educational process has been recognized in the early childhood education. The traditional problem of the balance between disciplines, which has generally been regarded as a matter of selecting subjects. The goals of the social hierarchy, and of allocating timetable hours between these subjects, must now be reformulated. The solution to the problem of balance should, perhaps, be sought not in relation to disciplines. In terms of a balance to be established between objectives expressed as knowledge to be acquired, attitudes, values or skills; instead, it should perhaps be seen in terms of the converging influence of the various components of the educational process on the development of the personality through cognitive affective, ethical, aesthetic and sometimes even physical affects (Ranaweera, 2000).

2.17. Attainability or Achievability

A basic characteristic of attainability or achievability for learner of the preschool education is to satisfy. In early childhood, education-learning objectives must be achievable by all learners. The teacher who has to use the learning objectives as performance targets and measures of outputs, is well-versed with learning and is also convinced about their achievability. Also learning objectives should be set keeping in view the realistic level of attainability.

This will also help the class to work towards mastery of the learners' achievability. As mastery, level of learning is operationally defined as 80 percent or more of children in any group should be able to achieve 80 percent of the prescribed levels of learning. The teacher has to keep this level in his /her mind to reorganize strategies to ensure the same. Since the achievement levels vary widely with regions, districts, school conditions, socio-economic profile and other diverse factors, setting realistic and achievable minimum levels necessarily demands a great deal of flexibility in implementation. To reduce this disparity, it becomes

imperative on the system and consciously provides greater resources where the levels of learning are lower (UNESCO, 2018).

2.18. Features of Quality Programs Quality in Education and Care

According to (Barbara et al., 2001) there are a number of broadly supported findings regarding components of quality preschool programs:

Cognitive, social-emotional (mental health), and physical development are complementary. And mutually supportive areas of growth all requiring active attention in the preschool years, social skills and physical dexterity influence cognitive development, just as cognition plays a role in children's social understanding and motor competence. All related to early learning, later academic achievement and are necessary domains of early childhood pedagogy.

Responsive interpersonal relationships with teachers nurture young children's dispositions to learn and their emerging abilities. Social competence and school achievement are influenced by the quality of early teacher-child relationships, and by teachers' attentiveness to how the child approaches learning.

Both class size and adult-child ratios are correlated with greater program effects. Low adult-child ratios are associated with more extensive teacher-child interaction, more individualization, and less restrictive and controlling teacher behavior. Smaller group size has been associated with more child initiations, and more opportunities for teachers to work on extending language, mediating children's social interactions, and encouraging and supporting exploration and problem solving.

While no single curriculum or pedagogical approach can be identified as best, children who attend well-planned. And, high quality early childhood programs in which curriculum aims are specified and integrated across domains tend to learn more and are better prepared to master the complex demands of formal schooling.

Young children who are living in circumstances that place them at greater risk of school failure, including poverty, low level of maternal education, maternal depression, and other factors that can limit their access to opportunities and resources that enhance learning and development, are much more likely to succeed in school if they attend well-planned, high-quality early childhood programs. Many children, especially those in low-income households,

are served in child care programs of such low quality that learning and development are not enhanced and may even be jeopardized.

The importance of teacher responsiveness to children's differences, knowledge of children's learning processes and capabilities, and the multiple developmental goals that a quality preschool program must address simultaneously all point to the centrality of teacher education and preparation.

The professional development of teachers is related to the quality of early childhood programs, and program quality predicts developmental outcomes for children. Formal early childhood education and training have been linked consistently to positive caregiver behaviors. The strongest relationship is found between the number of years of education and training and the appropriateness of a teacher's classroom behavior.

Programs found to be highly effective in the United States and exemplary programs abroad actively engage teachers and provide high-quality supervision.

Teachers are trained and encouraged to reflect on their practice and on the responsiveness of their children to classroom activities, and to revise and plan their teaching accordingly (Barbara et al., 2001)

2.19. Quality of Pre-primary Education

According to (Hailu, 2017), quality education has become the motor of the day all over the world. It is also the same in Ethiopia at present. As a first quality imperative, the MoE of Ethiopia developed the national ECCE policy framework that embedded quality issues, that is, contained a holistic, comprehensive, and feasible development of ECCE in the country. The framework puts emphasis on the importance of ECCE, and marked the early years of children as a critical period that requires due attention and a great deal of investment. Failing to provide children at this stage of development with better nutrition, healthcare and education deprives them of their right to develop as productive citizens, enjoy a better quality life and eventually contribute to the development of the nation. The framework could take as a commendable functional input to preprimary programs. However, if not implemented as desired, it could have a negative bearing on the quality of ECCE program. Quality entails multiple factors. However, quality curriculum has no substitute. Preschool age

education calls for a curriculum that involves a variety and a balance of activities for children Katz and Chard, 1989, as cited in Haile, 2010 as cited in (Hailu,2017).

A good curriculum provides activities that include opportunities for children to learn by watching and seeing. And, experimenting with real objects, balance of child and teacher initiated activities. So, group projects that enhance cooperation and a range of activities requiring the use of large and small muscles, exposure to good literature and music of children's own cultures and of other cultures represented in the class. Preschool curriculum should incorporate play as a major method of teaching. Playing and growing are often synonymous with life itself and play helps children to explore their immediate environment, develop self-confidence and evokes creativity, early childhood curriculum should incorporate play as a vital method of socializing children (Hailu,2017).

2.20. Quality of Pre-primary Education Provision Requires Qualified Teachers

Qualified preprimary schoolteachers influence the development of children more than any specific curriculum Feenei, et al.1987 as cited in (Hailu,2017). Teachers of young children need to have multiple child rearing skills that enable them to involve in the social, emotional, intellectual and physical development of the child. Teaching in the preprimary schools demands basic knowledge in the area of health and nutrition, pedagogy, curriculum differentiation, knowledge of interpersonal and group relations with children-parents, specialists and, and colleagues (Miller&MacDowell,1993, Margarita&Cohen,1984 as cited (Hailu,2017).

In view of these teachers competencies, the Ethiopian government gave due emphasis to the importance of careful training of teachers in the medium of instruction from preprimary to higher education under article 3.4.5 of the 1994 education and training policy (MoE,1994). Equally important for quality ECCE provision is the location and physical environment of the centers. The area must be located away from the crowded areas of the city, burial ground, and main traffic for safety measures. The land area should be dry, have natural drainage free from water, clean, pleasant, and in a well-maintained building. Enough space for children to move freely is essential. Moreover, the rooms, floors, walls and windows, sanitary facilities and ventilation need to be available Chowdhary&Chowdhury,

2002, Feeney, et.al, 1978as cited in (Hailu,2017). He added that, preschool need to have outdoor play equipment: swinging, merry ground, slide, balance, boxes, cowling tunnels and climbing equipment and parental involvement in early education of children has been another avenue of concern for effective ECCE programs (Chowdhary&Chowdhury, 2002 as cited in (Hailu,2017)). Parents and guardians' have the biggest role to play as the first and most important teachers. To this effect, parents and teachers must work together for better understanding of children's needs and aspirations. Open communication with parents is essential throughout the early years. The improvement of children's day-to-day learning should be communicated to parents using telephone calls, sending homework samples, notes, conferences and report cards. For this to be effective, home school relationships, need to improve through home visits, interviews, meetings, parent participation in school programs, and training.

2.21. Theoretical, Conceptual Framework and Chapter Summary of the Study

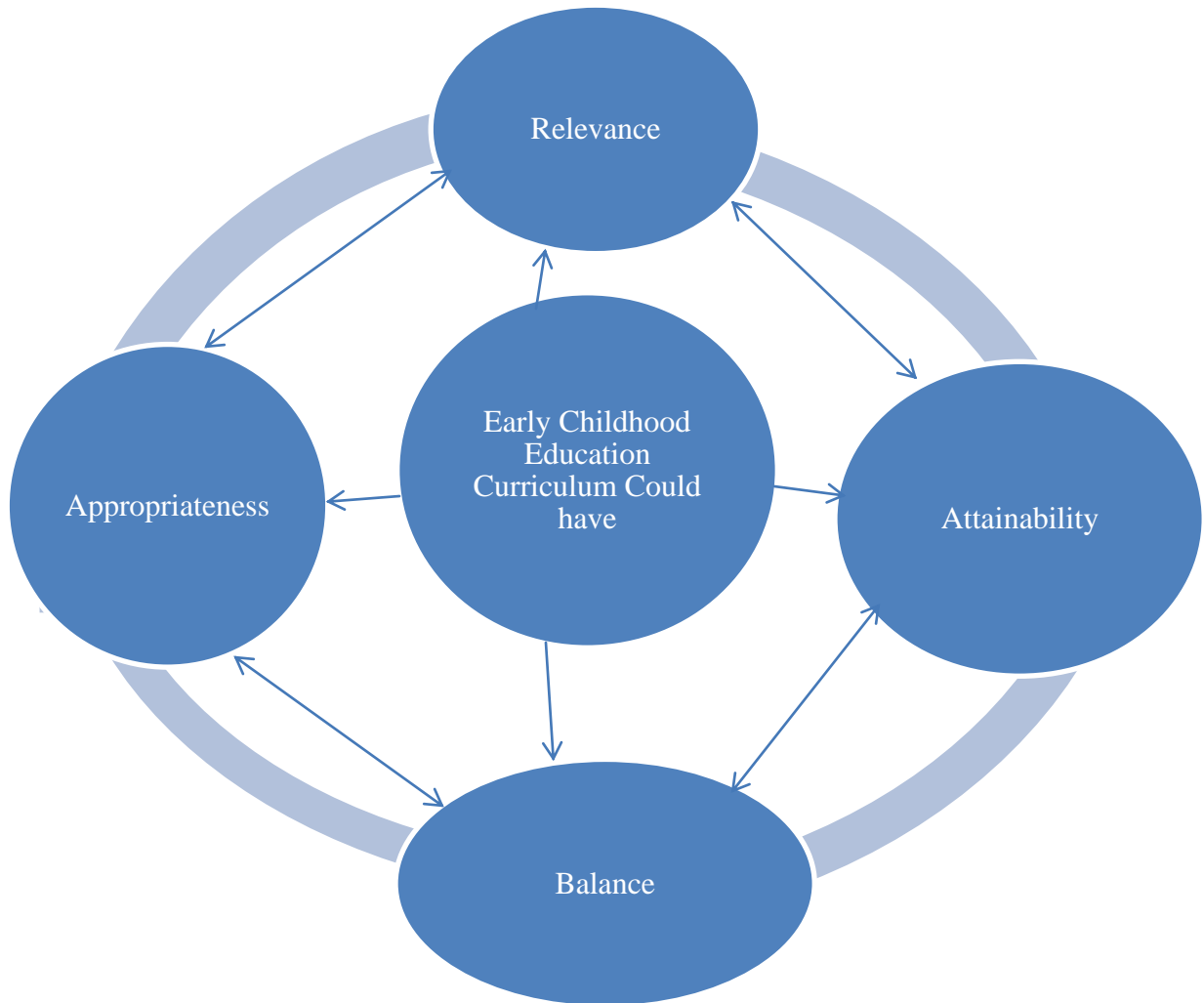


Figure 1: Conceptual framework of the Study (Designed by the Researcher, 2019)

In the literature review, the researcher tried to explain the relationship appropriateness with relevance or vice versa, balance with attainability or vice versa, appropriateness with balance generally all of each other are familiar and integrated. In the literature, reviewed early childhood education is emphasized the curriculum or syllabus is experience-driven education, child-centred curriculum, play-based approach, teacher-family-support, and well conducive environment. Generally, literature review emphasis on children's meaningful learning experience in early childhood. Therefore, preschool is rooted in the experience-driven, which believes that children can learn from their past-present-future experience in the form of play.

CHAPTER THREE

3. Research Design and Methodology

3.1. Description of the Study Area

Addis Ababa is the capital city of Ethiopia. It is also the largest city in the country by population, with a total population of 3,384,569 according to (ESA, 2007). This capital city holds 527 square kilometres of area in Ethiopia. The population density is estimated to be near 5,165 individuals per square kilometre available.

3.1.1. Map of the Study Area

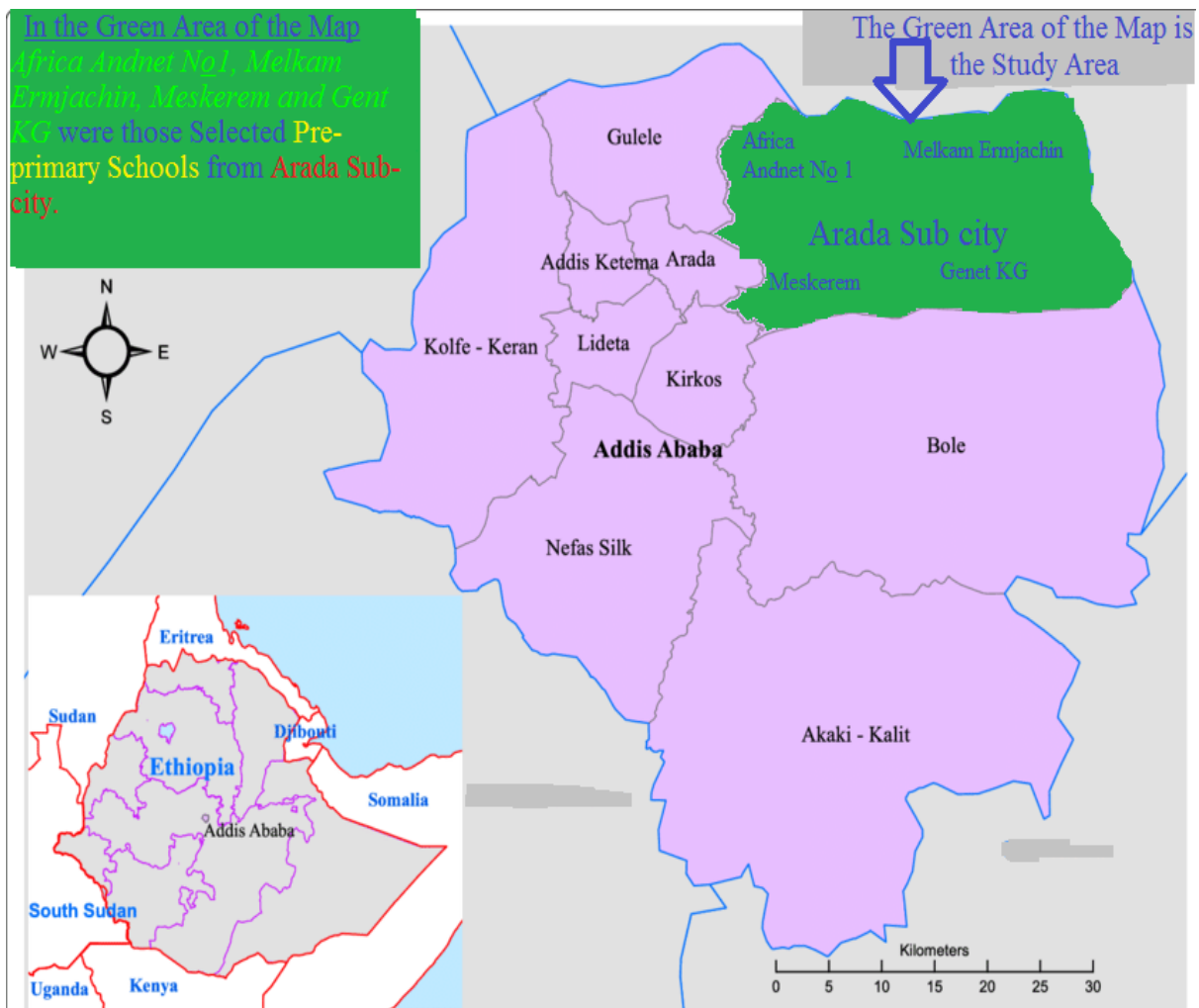


Figure 2: Map of the study area: painting and selecting area is by the researcher, 2019

3.2. Research Design and Approach

For this study, the researcher used a qualitative content analysis evaluation approach and qualitative interview which is a case study. It helps to identify and describe the early childhood education curriculum (syllabus). Therefore, the researcher believed that case study was more suitable from those types of qualitative researches. Hence, qualitative content analysis evaluation and qualitative interview helps an in-depth investigation to get answer for the research questions raised in this study.

Qualitative interview attains the objectives set, by probing data from those who are directly or indirectly involved in early childhood education curriculum in Arada sub city that is why qualitative research was important. According to (Dawson, 2002), qualitative data content analyses were utilized to secure evidence that is more comprehensive and to investigate ECCE. Therefore, qualitative research explores attitudes, behaviour and experiences, through such methods as interviews and it attempts to get an in-depth opinion from participants.

3.2.1. Qualitative Research

One of the basic characteristics of qualitative research is its dependence on qualitative data; words and actions not numbers. Qualitative research places emphasis on understanding through looking closely people's words, actions, and records. Sahnk, (2002), has defined qualitative research as a form of systematic empirical inquiry in to meaning. He elaborated that by systematic means planned ordered and public following rules agreed upon by members of the qualitative research community. By empirical, this type of inquiry is grounded in the world of experience. He further elaborated that by inquiry in to meaning means researchers try to understand how others make sense of their experience. Qualitative research is human centred, thus, subjective involvement of the researcher is indispensable tool for extracting meaning. Many known people who have written on qualitative research methods (such as Creswell, 2012; Patton, 2002), point out that when less is known about a topic and literature is scarce the appropriate paradigm is qualitative inquiry.

3.3. Sources of Data

In this study, the researcher used both primary and secondary data sources on early childhood education curriculum to evaluate the syllabus its relevance, balance, attainability and appropriateness. The primary sources of data were from Arada sub city: experts, coordinators, directors, supervisors and kindergarten teachers. Furthermore, the researcher used secondary sources of data through reviewing relevant materials such as syllabus, teachers guide, books, annual statistical reports, textbooks, journals, web sites, and published thesis.

3.4. Population, Sampling and Sampling Techniques

3.4.1. Population

Currently in Addis Ababa city administration, there were 193,659 students in pre-primary schools in government and non-government KGs. And, there were 10013 pre-primary school teachers in Addis Ababa in 10 sub cities of the government pre-primary schools. Therefore, the researcher taken only one sub city (Arada), focusing on government pre-primary schools. There were 741 teachers in Arada sub city. In addition, out of 10013 kindergarten teachers from the sub cities 141 were from Arada sub city. For this study, the researcher selected from those four selective pre-primary teachers, coordinators, experts, directors and supervisors because they were the target sources of this study.

3.4.2. Sample Size

There are ten sub cities in Addis Ababa. Namely, Bole, Yeka, Kirkos, Arada, Gulele, Akaki Kaliti, Kolfe Keranyo, Lideta, Adis Ketema and Nifas silk. However, Arada sub city selected from government pre-primary school for it is the oldest and high population. Out of 15 pre-primary schools four of were selected using purposive sampling. These were Africa Andnet No1, Meskerem, Melkam Ermjachin and Genet kindergarten. Out of 141 teachers in Arada sub city 38 teachers were selected from pre-primary schools. For this study, the researcher had selected participants for interview, two teachers and one director from each has taken as sources' of data during the interviewed. Additionally, one coordinator, four supervisors and one expert were participated during the interviewed to

provide information through interview. In general, 18 data sources were participated in this study.

3.4.3. Sampling Techniques

The purpose of qualitative sampling is for in-depth understanding. Usually the person undertaking qualitative inquiry asks whom I shall take as a sample. Who knows a lot about the issue I am studying? Therefore, it focuses on those information rich, and can help learn a lot about the issue studied. In this study, the researcher used purposive sampling for all the participants, because, they are limited and better sources' of information to make the study more reliable and valid.

3.5. Data Collection Procedures

As noted by many scholars, qualitative study is dependent on qualitative data: words, actions, images and documents collected in various ways in order to get data, the inquirer has to immerse his/her self in to the inner life of those studied. Creswell (2012), has stated that a qualitative data collection is an act of getting inside the head of an actor (source of data) to understand what she/he is up to in terms of motives, beliefs, desires, thought and so on .

For this research, qualitative data collected through various techniques mention them. Different authors such as Maxwell (1992), (Dawson 2002), (Guion, et al., 2002), (Creswell, 2012), and (Gay, 2012), have reported that qualitative study depends on three kinds of data collection: detailed interview (open ended), direct observation (in the class with those learners within the compound) and written documents. Finally, the researcher made a detailed content analysis evaluation on syllabus, Interview and observation. Therefore, after the researcher made detailed content analysis evaluation on syllabus, Interview and observation, it accommodated together all the necessary information according to their perspectives and importance.

3.5.1. Document Review

Documents are important to establish facts to provide more reliable and credible information than information obtained through questionnaire. Hence, data collected from different types of document about the syllabus from preschools, Addis Ababa Educational Bureau and the

Ministry of education. Actually, the researcher collected the necessary documents (syllabus, teachers' guide, frameworks from KG-12, annual abstract etc...). Moreover, the researcher reviews the document (syllabus) by the selection of criteria: such as relevance, balance, attainability, appropriateness. Therefore, the researcher reviewed the document with in deep analysis and including semi structure interview and observation, as it needs.

3.5.2. Interview

Interview is important way of collecting data from information rich participants. It is very useful in securing information that the researcher cannot get either from documents or through observation. In this research, the researcher made interviewed as one important means of data collection. For effective data collection through interview, the researcher made advanced planning and preparation how best can conduct interview in order to gather detailed data from the appropriate people. Patton (2002) has noted the importance of interview and reported that it is sometimes difficult to observe things; it is difficult to observe actions that took place at some previous point in time. Interview helps to find out from people those things we cannot directly observe.

Therefore, the researcher used semi structure interview (SSI) that is types of survey where questions are delivered in a face-to-face encounter by the interviewer. The interview was like a conversation and had the purpose of obtaining information relevant to a particular research topic. According to (Kothari, 2004), the interview method of data, collection involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method used through personal interviews, self-developed after consulting relevant literature. It consisted of 18 open-ended items for kindergarten teachers and 16 for directors, experts, supervisors and coordinators.

3.5.3. Observation

Observation provides first-hand information to learn about the accomplishment on early childhood education curriculum and its successful and sustainable impacts on the early childhood education curriculum (syllabus). According to (Kothari, 2004), observation method is the most commonly used method, especially in studies relating to behavioural sciences. In

this study, observation was a scientific tool and method of data collection for the researcher, it served to the formulated research purpose. The researcher observed in classroom and out of the classroom many posters that help as a teaching aid for children. In addition, the researcher observed that the size of the classroom, toilet, shower, teaching aids, kitchen, etc...). Generally, the researchers' was observe all the infrastructures, facilities and learning activities in the compound including check list was used.

3.6. Methods of Data Analysis

The researcher analyzed the data by using thematic way of content analysis (for syllabus) an interview (for all participants) and observation (in classroom and out of classroom). First, the researcher evaluated the syllabus deeply, and analyzed on it within differentiate the strong sides and week sides. According to (Babbie, 2007), stated that qualitative type of data analysis is used in a simple but powerful way of manipulating data in order to attain research conclusion. Moreover, the researcher added, what peoples said during the interview accordingly in to the text concerning to their similarities and appropriateness. Generally, the researcher analyzed the data cooperatively and integrated with those three things, content analysis for syllabus, semi structure interview and observation.

3.7. Ethical Consideration

Most people learn ethical norms at home, at school, in religious institutions, or in other social settings. Although, most people acquire their sense of right and wrong during childhood, moral development occurs throughout life and human beings pass through different stages of growth as they mature. Therefore, ethical norms are so ubiquitous that one might be tempted to regard them as simple commonsense. In general the researcher made every activity during the interview or observation of participants by carefulness and considering the ethical norms.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of the Data

This study was to explore the early childhood education curriculum (syllabus) in Addis Ababa government preschool with specific focus on appropriateness, attainability, balance and relevance. For this study, the researcher used qualitative content analysis evaluation and qualitative interview. Therefore, this part of the study, deals with presenting, analyzing and interpreting the collected data through content analysis of the syllabus, interviewed from the participants and observation in classroom and out of the classroom.

4.1. Qualitative Results for the Evaluation of the Syllabus

Entirely the researcher evaluated the syllabus intentionally. Of course, syllabus as a document is a particular resource among the various ranges of teaching materials. It provides a clear framework for teachers and learners. According to (Aftab, 2011), syllabus helps teachers know where they are going and what is coming next. It provides ready-made texts and tasks, which are likely to be an appropriate level for most of the teachers.

Although, a syllabus serves several important functions in a course, basically, it communicated to teachers about general content of the course and its organization. In addition, syllabus communicates expectations regarding students' performance, informing students of the course goals and learning outcomes. It established a contract with students regarding academic policies, requirements, and procedures. It reflected, the instructor's teaching philosophy and conveying what the instructor considers most important as a teacher demonstrating the instructor's enthusiasm for the course and the subject matter. According to (Robinson, 2011) as cited in (Murphy, 2018) describes syllabus design as the compilation of decisions regarding units and their sequence of performance. At the lowest level, syllabus may be simply a reminder or a list of things to do for the busy teacher who has little classroom planning time. However, a good syllabus does much more than that. A well-written syllabus could provide a doorway into the pedagogical beliefs of the teacher.

Therefore, to fulfill the gap of this study, four basic criteria were used to evaluate the syllabus namely: balance, relevance, attainability and appropriateness.

4.1.1. Balance of the Syllabus

The inclusion of the content of learning in terms of cognitive, affective and psychomotor domains should be in a balanced and systematic way. Any objective out sets within the working environment should enhance a person's knowledge, attributes or skills (KSA) in some way to bring them overall benefit in terms of their competencies and behaviors. Actually, at page 6 the syllabus has stated and explained five themes, namely: physical development and care, meaningful communication, language development, numeracy and knowing the environments. However, there is no inclusion play and music as main themes. Nevertheless, the syllabus explained at page 7, play for children are as a major course, with play they learn, they can enjoy, and they can familiar with the environment. Therefore, the syllabus believes and analyses play is one of the basic significance for children. If so, play could be having as one of the five themes. In addition, there is no any clarification about aesthetics or music in the syllabus as a major theme. Nevertheless, music is very important for children, even they can learn things with helping music, and hence it is not stated as a major theme.

And also in page 8 there is weekly distribution of lesson plan, the same load for all learners, that is 25 period per week (from age 3-4, 4-5 and 5-6), this is so difficult, because from age 3 up to age 6 children do not have the same cognitive, affective and psychomotor. So, loading of period distribution could not have the same for all ages. However, at the same page, there is time allocation in terms of their ages (15-20 min for age 3-4, 20-25 min for age 4-5 and 25-30 min for age 5-6), this is well designed because age has its own factor.

Moreover, at page 30 of the syllabus it stated that children can respond for different sounds, name of materials during their teachers ask them. Of course, responding is active participation on the part of the learners and low level of the cognitive. In this students attend and react to a particular phenomenon may emphasize compliance in responding, willingness to respond and this indicated that the affective domain. In other case, at different pages many action verbs indicate learners' knowledge (recall) which cognitive domain with more repetitions is better than affective and psychomotor domains. However, this showed that the syllabus is not balanced.

Generally, the syllabus is not balanced in terms of cognitive, affective and psychomotor. For example, page 10, 11, 12, 15, 16, 24, 25, 26, 49, and page 50 are stated how the children can define and recall either their families name, peers name, name of material in the learning out come with a lot of repetitions. Therefore, the syllabus contains mostly cognitive domain with is knowledge. Of course, the action verb recall is from the low level of cognitive domain. However, the other domains (affective and psychomotor) are stated less than the cognitive domain, this why the researcher said that the syllabus is not balanced.

Although, age 3&4and5&6does not have the same performance, their cognitive, affective and psychomotor is different so it is difficult to balance them.Children's cognitive development and the social-economic background of their families are different from age to age. As age increases their thinking, also increase. Dealing with children at their health, behavior, social, educational, etc. with their family or parents or caregivers make children to have benefit(Paszkosz, 2012). Generally, the syllabus has lack of balance.

Supporting to this during interview, staffs, whomthe researcher has interviewed, have revealed their worry on the syllabus. One of the interviewee (YWG, staff) has unclosed her unhappiness with what she sees and observed the syllabus. She explained:

The syllabus has lack of very important themes like play, music, aesthetics etc...it tells us children could be learn with play unless with more repetitions of these five themes, children are not egger to learn, this is due to more repetitions of the learningout comes and this makes the syllabus boring. Hence, the syllabus-arrested teachers, because we teachers we cannot go further as we need as well as learners performance. In my opinion learners must learn as they can and do. We teachers can give scaffolding them, as they need any help. Therefore, the syllabus must renew and add other themes at least within five years (YWG, staff).

According to the interviewee play, music and aesthetics are very importance for children. And the syllabus is very old which is not up dated with time.

Similarly, another staff of the kindergarten expressed that:

The government does not give attention for kindergarten. Because, the syllabus is not balanced, either these action verbs or learning out comes are not considering the learners age. In addition to this there is no textbook, there is no enough raw material that helps as a teaching aid, there is no budget for kindergarten, finally, we, teachers are not taken trainees concerning to the kindergarten. Of course, Kotebe teachers' training gives training for trainees in diploma program but not as it is needed. Now days, trainees receive training for the benefit of themselves because they learn Chemistry, Biology, and Physics etc... but this is for grades not

for kindergarten. That is why I told you the government does not give attention for kindergartens. But, that would be great if it gives attention for kindergarten because it is the base for everyone.

Therefore, according to the researchers interview government were not give especial attention for preschools as well as preschool teachers are not professional and was not taken any training concerning to preschools.

4.1.2. Relevance of the Syllabus

Relevance refers to the responsiveness of the materials to the needs of the learners' daily life with considering their heritage and culture. It is closely connected with each respective input, output or outcome with the needs, ability, and aspiration, intellectual and physical ability of the learner. Therefore, syllabus should consider learners ability and their interest. In addition, the syllabus has lack of relevance, for example at page 10 (2.2.1), these learning out comes stated that after they learn the course they can develop self-confidence, self-respect and self-awareness. Look, these three words are so difficult for children not only for children but also for elders. Because there are different criteria that asked a lot of knowledge, kills and attitudes, generally it needs a lot of efforts how someone can be develop either self-confidence or self-awareness. Defiantly the syllabus is not considered the word relevance what to contain for children. So the action verb that listed at page 10 is not relevance, because these words ask high level learning out comes, and then the syllabus is above the status of the learners. Additionally at page 16, the syllabus stated that children could appreciate things. Look, appreciation is a general objective, rather than specific objectives it needs Knowledge, understanding, analysis, synthesis and evaluation to appreciate. However, analysis, synthesis and evaluation are higher level of knowledge which they are above the status of the children' knowledge. Hence, from this, what the researcher understood was the syllabus is simply written without considering Blooms Taxonomy of behavioural objectives. With this fact, the researcher said that the syllabus is not relevance for children.

In other case in page 1 for KG1 up to KG3 the syllabus stated that, children can telling their full name, age, part of their body (like eye, nose, tongue, hand etc...). Nevertheless, those things, the syllabus mention that are happened at their home before they goto then preschool either by their parents or by their families. Also, in page 8 stated that learners from age 3-4, 4-5, 5-6 have a program for one lessons 15-20 min, 20-25 min and 25-30 min in respectively.

From this, the researcher can understand that the time is different according to their age but the loading or period distribution is the same, so this syllabus cannot consider the performance of the children regarding to their ages. Moreover, the time allotment may not be enough but for KG1. Concerning to time one interviewee stated that; *“always I have never accomplished my task before or on time; sometimes I spent the time by talking with my learners to make them silent (staff, MEE)”*. During the interview, the researcher understood that many of the teachers do not use the syllabus except during the inspection time. Supervisors and teachers are always rat and cat; this is because most of supervisors do not have clear understanding about preschool as well as the syllabus. From the interviewee the researcher has heard that:

All those supervisors, experts and coordinators, they do not know how to supervise, even if, they do not have criteria how to supervise us during the inspection. They are coming simply without plan; they ask us how they supervise us? We tell them, then after we tell them and gave them the criteria, and they are going to the class for inspection. However, I tell you frankly always have a conflict among us; supervisors are coming to our school for the sake of a false report (YWG).

From this the researcher understood that supervisors, experts and coordinators, they do not know how to supervise which indicates they are not professional.

Another staff has similarly expressed this during the interview. One senior member of staff of the kindergarten (MEE, staff) has stated.

In some cases because of the shortage of facilities, it is common to observe a lot of boring face with children. Syllabuses tell us children must learn in the form of play. However, there is not enough material for teaching aid and the environment is very narrow. So, they cannot move here and there. Therefore, due to a lot of problems the quality of education for kindergarten makes low, but the syllabus is more.

As the researcher made an interview all the preschools there is shortage of facilities.

In other case one expert expressed during the interview, he stated *“Most of the preschool teachers more these youngsters teachers they do not use the syllabus, except these old and experienced teachers. However, I don't know the reason why they did not use it.”*

During the observation and interview, the researcher understood that preprimary school education program could not be successful in the absence of sufficient instructional materials and equipment's. Furthermore, kindergarten teachers and directors noted, several challenges associated with resources and facilities. Some primary school heads felt that insufficient

teaching and learning materials had allocated to each kindergarten. Besides, the playgrounds could not be smoothed as the kindergarten was working with zero budgets.

In pedagogical terminology, free (or unstructured) play is one of spontaneously initiated and controlled by the child without any specific goal or structure set by adults. The role of the teacher is only to provide the setting and conditions for playing (Lakatos,2012).According to Lakatos free play as mental support for development of children is very important. In the last decades, there has been an expansion in “playful programs” aimed at the development of small children with an emphasis on cognitive functions.

As one of the interviewees (MEE, staff) has revealed that:

Of course, some materials and equipment are valuable in our compound that used for painting like sorting and comparing things by using color. However, visual and audio materials and equipment that the children can learn by touching were required, but we do not have. For example, television is required, but not available due to lack of budget. Hence, with no budget allocation, these facilities cannot be availed in our school.

According to (Hailu, 2017) a good curriculum or syllabus provides activities that include opportunities for children to learn by watching, experimenting with real objects, balance of child and teacher initiated activities. Hence, the syllabus is associated with lack of relevance.

During the interview, one interviewee said that:

In this century, we are at critical point. Children they did not know Ethiopian culture even their feeding system. I always observe at launch time that was not good, their feeding system is o my God... actually, we have informal children, but for this not only schools to take the responsibilities but also family, neighbour and religion institutions could have taken responsibilities (MT, staff).

In addition, in one preschool (staff, MEE) the researcher had observed the kitchen,during preparation offood for the children. However, the material used for cooking was not relevant in terms of children care. But,children needs more care concerning to their health either by cleaning them or by feeding them. However, the kitchen was not well even the wall was with a lot of dirty and the material that they used for cookingwith bad smokes, the smokes seems like as a big cloud.For further information,seethe picture below...



Figure 3: Preparation of Food

4.1.3. Attainability or Achievability of the Syllabus

The researcher has evaluated the syllabus in its attainability or achievability in terms of the contents with the real conditions of typical teaching learning process by considering the resources, teachers, and learners with time. Probably the most important issue in this

argument is to consider how syllabus should be designed in order to be the best. It is necessary to be cautious in using a word 'best' rather than 'perfect' because according to (Grant, 1987). "The perfect syllabus does not exist, but the best syllabus is available for us and our students certainly does" as cited in (McGrath, 2002). Hence, syllabus being a collection of ideas, concepts and principles of a selected topic or course and it is helpful for beginning teachers. Slightly, the material to be covered and the design of each lesson are carefully spelled out in detail, but it needs some modification. The syllabus is not updated it is an old publication of 2009, which means the syllabus cannot run with time. Of course, as the researcher has mentioned at the above, syllabus gives us all the plans and lessons what need to cover a topic or unit in some details with time. Even though the syllabus is very old, this syllabus cannot be run with time because children are further going beyond the syllabus. During my interview, with one of the interviewees the interviewee explained that:

Today our children need more than the syllabus said us. Let say, the syllabus does not state what children to know, words and sentences, especially for KG1 but they can. For example, our nursery sings a song and they speak; a little bit for your surprise, just I can sing their song...

One two three come with me

Four five six brush your tooth

Seven eight do not forget

Nine ten see you again

Eleven twelve thirteen by by again see you again etc...(TSA staff)

Here from this the researcher understood that KG learner could know more than the syllabus states. Similarly, another staff (YWG staff) has explained her personal experience in kindergarten and she said:

Children must run with time because today we are within technology. Children learn more at their home either from their family or from media. Listen me I tell you one truth, syllabus arrested us, but we did not give up, we are going further more than the syllabus tells us. However, during the inspection we come back to the syllabus. Because supervisors tell us to implement the syllabus, so we did that, as they like at that time. However, after they leave the compound we turn back to our system. Generally, how can I tell you? I do not know, but we did a cheating “ደብዳቤ” with those supervisors (YWG).

From the interviewed the researcher could reach the syllabus cannot run with time as well as with technology.

Similarly, with this the other interviewee explained that:

The early childhood care and education is not spacious enough to accommodate the growing number of children every year. The outdoor activities for children were becoming impossible, and play materials like toys, and equipment are in short supply. A small number of kindergartens have classes with only around 25-30 students, but many kindergartens are above 45 students in a very small class. The syllabus tells as children to learn with play. However, where they play? The compound is very narrow even their classroom.

In addition, the researcher observed that the classrooms in major parts of the kindergarten were narrow to accommodate the large number of children. Consequently, the absence of a dedicated classroom for pre-primary classes did not allow for the creation of the necessary physical appearance, including play space, activity corners and placing of decorations on the walls. Thus, playing with stimulating objects and physical games, practice and participation in play activities had been low.

Free Play or unstructured impressions from the outside world and from the small child's internal world are structured in playing. This transformation or assimilation is an internal process. Whereby, the child is sensual, motoric and observational impressions are associated with emotions, desires and memories. In this way, they are rebuilt with the child's own psychic cementing medium and internalized are developed, during this process, the child switches to a different mode of operations, and he or she becomes a creator or magician, creatively bringing forth something that has not been there before. This process is emotionally controlled and relies on activating, mainly right-brain functions which need time and quiet. Thus, kindergarten needs to be a "scene of leisureliness" where children have sufficient time to become immersed in a self-made world, which takes them closer, albeit by a circuitous way, to the adult world and to an understanding of themselves and their surroundings (Lakatos, 2012). Generally, the researcher's results of the analysis revealed a complete absence in the curriculum inputs such as, lack of clarity of developmental standards and its applications in the field of curriculum units, not mentioning modern concepts and methods of learning, absence of the strategic objectives of early childhood learning (etc...). Syllabus contributed to guiding the behaviour of children in a limited manner and limited to introducing traditional. It did not provide an integrated guide to the psychological and behavioural problems.

4.1.4. Appropriateness of Syllabus

Appropriateness refers to suitability of the content to learners in terms of physical and mental growth with their ages. So a good syllabus is a resource for students. It should, at the very least, offer suggestions to assist students in pursuing topics that interest them. But it can also serve as a reference, a field outline to which they can refer long after they have finished the course. Of course, syllabus from page 10 up to 56 has well differentiated and defined for the level of kindergarten namely: nursery or kg1 (age from 3-4), lower kindergarten or Kg 2 (age from 4-5) and upper kindergarten or Kg 3 (age from 5-6). This is one of the suitability of the syllabus. And for this the researcher gave a big value as well as strong side of the syllabus. However, it is stated that teachers' to use helpful material for the learner. Nevertheless, it is not stated where they are found, when they achieve and how they are manipulate or use either the materials can available or not. So, this makes the syllabus lack of suitability. In other cases, the syllabus is old and outdated; it is limited for students' knowledge, skill and attitude. For example, page 40 states that nursery or age 3-4 can count number orally from 1-10 only. In addition, at page 43 for both ages (from 4-5 and 5-6) can count numbers from 1-20; however, there is no age appropriateness in the syllabus. How children can count numbers equally, which they are in different ages? Therefore, the syllabus has lack of appropriateness. In line with this, the syllabus expressed or indicated that teachers and learners cannot move more than the syllabus stated that, which is more limited and fixed action verbs and learning outcomes. However, the researcher would like to express some hypothesis on this. If syllabus could flexible or not limited for the learners as well as for teachers that were great, because nowadays children not only count numbers orally but also they can write numbers and words more than this. For this the researcher want to add one more, the syllabus is not set in student-centered approach rather than teacher centered approach. Students cannot be motivated to explore things, but children could explore further with free play or song. Furthermore, the syllabus is with many repetitions in all the five themes, this makes for the syllabus boring or not suitable. According to Vygotsky highlights the scaffolding effect from adults on assisting children's learning in their zone of proximal development. Therefore, children could be learning freely without limiting their needs, interest and age.

Supporting for this idea staffs who the researcher has interviewed, they revealed their worry to the syllabus. One of the interviewee (YWG, staff) has disclosed his unhappiness with structure of the syllabus. She explained:

Our children know more than the syllabus told us, because this generation is running with the technology. For example, children count numbers 1-50 in average, but some students count up to 100 and above. For some seconds she made silent herself then after her laughing. Look at the wall we have written numbers from 1-50 for KG1 and let I add one more about the woreda educational bureau as well as the syllabus tell us to receive KG1 starting from age 3-4. However, this is not functional in our pre-primary school and we never receive children with age 3, always we start to receive with age three and eight months (3 year + 8 month). Because, it is so difficult to balance age 3 and age 4 in the same class....but please does not tell to whom it may concern about issue.



Figure 4: Class Observation for KG1

In addition to this at page 10 of the syllabus age 3-4 (nursery) can know her/his name, age, and sex(etc...). This defiantly below the status of the learner, because they know this at their home before they are joining to school. In line with this, the researcher observed that most of the children know more than the syllabus stated or ordered. As the researcher observed in the class for KG1, learners can read a sentences from his/her kids textbook and can speak her/his

sense organs in different languages. For this evidence, the researcher has audio and video sound recorded.

CHAPTER FIVE

5. Major findings, Conclusion and Recommendations

5.1. Major Findings

The main purpose of this study was to explore the early childhood education curriculum (syllabus) in Addis Ababa government pre-primary schools, Arada sub-city taking as a case study with specific focus on appropriateness, attainability, balance and relevance. The study was used qualitative content analysis evaluation approach, interview and observation. In addition, primary and secondary data sources used to collect the necessary data and there were 18 participants participated purposively. Generally, this study was set out to seek answer for the following basic research questions:

1. To evaluate the early childhood curriculum (syllabus) in terms of its relevance, balance, attainability, and appropriateness in the city administration.
2. To investigate the challenges to ensure to relevance, balance, attainability, and appropriateness of early childhood curriculum in the study area.
3. To find out some possible opportunities that could help to improve early childhood curriculum (syllabus) its attainability, appropriateness, balance and relevance

Therefore, by evaluate the syllabus qualitatively, the researcher has put many things as a major findings. However, the major finding of this study revealed that;

1. Over all, the syllabus lacks comprehensive themes. For example, there were no inclusions in the syllabus like play, music and aesthetics as major themes of the syllabus. However, the syllabus believes and analyses play is one of the basic significance for children teaching learning process as well as for teaching methodology. However, play does not have inclusively with these five themes. In addition, there is lack of aesthetics or music in the syllabus as major themes. Nevertheless, play and music are very important for children.
2. In addition, the syllabus lacks relevance: learning outcomes at page 13 of the syllabus stated that children could develop like appreciation, self-confidence, self-respect and self-awareness. But, these words are higher level of learning, which they difficult for children, it stated that children can recall their full name, age, part of their body (like

eye, nose, tongue, hand etc...). However, those all things, they know at their home before they going to the preschools either by their parents or families. In addition, the researcher understood that during the interview there was lack of qualities of education, trainees' teachers or professionals. This shown that there is no given especial attention for early childhood education. That is why; the researcher said syllabus has lake of relevance and the quality of education. In addition, there is lack of enough classrooms or environment that is not suitable or comforted to children. Although, there were lack of enough shower, toilets, appropriate materials like teaching aid so these all makes the syllabus to have low relevance.

3. The syllabus lacks appropriateness: in the syllabus, there are many learning outcomes which they written without considering the age of the children, sometimes it stated above their status and below. For example, children can only know numbers from 1-10 for age 3-4, this indicated that below their status and they can appreciate things so this is above their status. And, it contains higher level of learning which is above the age of the learner.
4. The syllabus lacks balance: The syllabus explains five themes but it does not consider for those age three up to near age four. Because, age three and age four learn in the same class, the same content but it is very difficult to balance those learners. Age three and four does not have the same performance, their cognitive, affective and psychomotor is different and they have different IQ. So how can we make balance these learners? This why the researcher states that the syllabus has lack of balance.
5. The syllabus lacks attainability: The syllabus was not achievable with time, not updated; its last publication was 2009, which means the syllabus cannot run with time. Due to the old version of the syllabus, it makes to have the syllabus to have low attainability.

5.3. Conclusion

The main purpose of the study was to explore the early childhood education curriculum (syllabus) in Addis Ababa, taking Arada sub-city as a case and with specific focus on appropriateness, attainability, balance and relevance. Concerning to those research questions and major findings, the researcher has put a conclusion as follows.

Overall the researcher concluded that in the syllabus there is no comprehension of themes and it emphasized with many problems, it lacks appropriateness, attainability, balance and relevance.

The content analyses of evaluation of the syllabus regarding to learners' their age, interest, needs, performance and culture, shows that the syllabus is goal oriented. Nevertheless, it is very old and out dated with many repetitions and it is below and above the status of the learner. Hence, the syllabus is goal oriented rather than free play. From this the researcher concluded that there is lack of quality of education in the study area. Although, Addis Ababa Educational Bureau did not give the necessary attention for pre-primary schools concerning to quality of education. In addition to this, there is no prepared textbook for preschools and they are under the primary schools. Therefore, a kindergarten or preschools are not independent. According to the researchers interviewed most of teachers are not taken any trainees, they are not professional. Supervisors do not have enough knowledge concerning early childhood education. However, preschool teachers, supervisors and experts are not professional; this is due to lack of trainees. Finally, there are lack of basic facilities and materials like classrooms, toilets, rest rooms, and teaching materials are not well furnished or not adequate for children.

5.4. Recommendations

The main purpose of the study was to explore the early childhood curriculum (syllabus) in Ethiopia, from Addis Ababa city administration, Arada sub-city taking as a case with specific focus on appropriateness, attainability, balance and relevance. Hence, this recommendation part focusing on early childhood education curriculum (syllabus) is recommended for MoE, Addis Ababa Educational Bureau, preschool and communities. The study is a content analysis qualitative evaluation approach; it cannot come up with all possible solutions specifically

geared to all problems related with the issue. In order to bring change in the society as well as in early childhood education, every citizen should take serious attention for early childhood education and syllabus and. Moreover, problems should be tackled accordingly either by government, nongovernment or school community.

5.4.1. Recommendation for MoE

The syllabus lacks comprehensiveness. For example, play, music and aesthetics are very important for early childhood education; however it is not stated as major themes. Therefore, MoE as it necessary and as it needs can inclusive in the learning outcomes as major themes. Nevertheless, play and music are very important for children as a teaching methodology. If preschools receive special attention from all institutions, governmental or non-governmental it could bring the quality of early childhood education and there becomes a positive change in the society. In addition, MoE as it needs to prepare either seminar or panel discussion on improving early childhood education. Finally, MoE as it needs and necessary can establish institution only for early childhood education training, syllabus should renew and updated as much as possible with time and preschools should separate independently from the primary schools by preparing their own budgets.

5.4.2. Recommendations for Addis Ababa Educational Bureau

Addis Ababa Educational Bureau as it needs work cooperatively with preschool teachers, coordinators, supervisors and experts for improving the quality of early childhood education curriculum (syllabus). In addition, can construct additional classrooms, facilities and materials in order to eradicate the problems early childhood education. Additionally, the Education Bureau with directors, teachers, and supervisors and with all stakeholders as its necessary can work cooperatively on improvement of early childhood education. Finally, Addis Ababa Educational Bureau as it needs or necessary can prepare seminar or workshops with all preschool stakeholders and the community concerning to early childhood education.

5.4.3. Recommendation for Schools

Schools as its importance and as needs could create an attractive and conducive school environment by working cooperatively with whom it may concern. Both directors,

supervisors, coordinators, experts and teachers with all these stakeholders as it needs participate in terms of socially, economically as well as ways of life style on the improvement of early childhood education curriculum (syllabus). In addition, all the stakeholders of the preschool as it necessary can work cooperatively with the community for providing instructional materials, it is necessary to invest in school structures including classrooms, laboratory, toilets and shower. Moreover, schools teachers as it needs to work cooperatively with each other to prepare module, textbooks or work sheets as well as for an entrepreneurship that help early childhood education.

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Appendices
Appendix - I
Addis Ababa University
Post Graduate Programme
Department of Curriculum and Instruction
Master's thesis interview for kindergarten teachers

Interview guide questions

1. Can you please tell me about yourself and your experience in the education system (qualification, experience?)
2. Can tell me about your experience in early childhood education (experience, trainings)
3. What do you think are the major problems you observe in the early child hood education?
4. How do you see the policy, teacher training and quality in early childhood?
5. Does the teacher motivate for the learner, by helping them teaching materials?
6. Have you believe that the classroom, pedagogy, class sizes are enough and comfort for children?
7. In the syllabus stated that children should be learn with free play. What can you say about this? Does play inclusive in the syllabus theme? If you say yes or nowhy?
8. Is there enough material that helps free play as well as enough place/environment?
9. How do you see in general the curriculum/syllabus?
10. Do you satisfied by your leadership, funding, and partnership with families etc).
11. Relevance refers to culture to which it meets the individual needs, interests, ability, aspirations and intellectual and physical abilities of the learners etc. So, how do you observe the relevance of the kindergarten curriculum? How?
12. Balance is an appropriate distribution of attention to the various elements within the content and in the instructional and learning systems. Therefore, do you think that the curriculum for kindergarten is balanced? If so why?
13. What you think the curriculum for early childhood regarding to the attainability?
14. Is the curriculum for early childhood education curriculum is appropriateness? To children's levels of development (age), growth, and interest? How?
15. In your observations and experience do the government, community and families give especial attention for early childhood education? How and when?

16. What methodology do you use to teach kindergarten, is your methodology depending on free play or the text book or the syllabus? How?
17. What can you say improving education for early childhood? How?
18. If you have additional comments, suggestions and recommendations on early childhood education or if any you are welcome.

Thank you!

Appendix - II
Addis Ababa University
Post Graduate Programme
Department of Curriculum and Instruction

Master's thesis interview for Directors, Supervisors Coordinators and experts

Interview guide questions

1. Can you please tell me about yourself and your experience in the education system (qualification, experience?)
2. Can tell me about your experience in early childhood education (experience, trainings)
3. What do you think are the major problems you observe in the early child hood education?
4. How do you see the policy, teacher training and quality in early childhood education?
5. Does the teacher motivate for the learner, by helping them teaching materials?
6. Have you believe that the classroom, pedagogy, class sizes are enough and comfort for children?
7. How do you see in general the curriculum/syllabus?
8. Do you like to say something about the five types of themes?
9. Relevance refers to culture to which it meets the individual needs, interests, ability, aspirations and intellectual and physical abilities of the learners etc. So, how do you observe the relevance of the kindergarten curriculum? How?
10. Balance is an appropriate distribution of attention to the various elements within the content and in the instructional and learning systems. Therefore, do you think that the curriculum for kindergarten is balanced? If so why?
11. What you think the curriculum for early childhood regarding to the attainability?
12. Is the curriculum for early childhood education curriculum is appropriateness? To children's levels of development (age), growth, and interest? How?
13. In your observations and experience do the government, community and families give especial attention for early childhood education? How and when?
14. What methodology do you use to teach kindergarten, is your methodology depending on free play, the textbook, or the syllabus? How?

15. What can you say on improving education for early childhood? How?
16. If you have additional comments, suggestions and recommendations on improving kindergarten education or if any you are welcome.

Thank you!

Appendix - I
አዲስ አበባ ዩኒቨርሲቲ

ትምህርትና የባህሪ ጥናት ኮሌጅ
የሥርዓተ-ትምህርትና የማስተማር ትምህርት ክፍል

ለመዋዕለ ህፃናት ለምያስተምሩ መምህራን የተዘጋጀ ቃለ መጠይቅ

የጥያቄዎች ዝርዝርና መግቢያ ሀሳብ

1. እባክዎ ንስላራስዎ፣ ስለትምህርት ደረጃዎ እና ልምድ ዎ ጥቂት ቢያጫውቱኝ
2. እርስዎ ስለቅድመ መደበኛ ትምህርት ሕጻናት ትምህርት ያለዎት ልምድ የትምህርት ዝግጅት ምን ይመስላል?
3. ቅድመ መደበኛ ትምህርት ሕጻናት የመዋዕለ ህፃናት ትምህርታቸውን የሚጀምሩት በስንት ዓመታቸው ነው?
4. ቅድመ መደበኛ ትምህርት በሕጻናት ትምህርት ዙሪያ የትምህርት ተዛማጅነት (relevance) የሚያመለክተው የግለሰብ ንባህል፣ ፍላጎቶች፣ ጥቅሞች፣ እርካታ፣ ችሎታዎች፣ ምኞቶች፣ እና የተማሪዎችን የአእምሮ እና የአካል እድገት ወይንም ተካላዎቻቸው፡፡ ስለዚህ የመዋዕለ ህፃናት ሥርዓተ-ትምህርት አግባብነት እንዴት ይመለከቱታል?
5. አንድ ሰው የትምህርት ሚዛን (balance) አለው የሚባለው በሚያገኘው ትምህርት ውስጥ እና በተለያዩ የመማር እና የመማሪያ ስርዓቶች ውስጥ ተለያዩ ክፍሎች ተገቢ የሆነ ክፍረት መስጠት ሲችል ነው፡፡ ስለዚህ ቅድመ መደበኛ ትምህርት ለሕጻናት የሚሰጥ ስርዓተ-ትምህርት ሚዛናዊነት ብለው ያስባሉ? እንድት?
6. ቅድመ መደበኛ ትምህርት የመዋዕለ ህፃናት (የልጅነት) ሥርዓተ-ትምህርት ንበተ መለከተ ሊደረስበት የሚችል (attainability) ስርአተ-ትምህርት አለብለው ያስባሉ? እንድት?
7. የቅድመ መደበኛ ትምህርት (በመዋዕለ ህፃናት ትምህርት) ያለው ስርዓተ-ትምህርት ተስማሚ (appropriateness) ነውን? የልጆች የእድገት ደረጃ (እድሜ) እድገትና ፍላጎት እንዴት ያዩታል?
8. የቅድመ መደበኛ ትምህርት በህፃናት ትምህርት ዙሪያ የሚስተዋሉ ዋና ዋና ግኝቶች ምን ምን ድንገቶች ናቸው?

9. በቅድመመደበኛትምህርት ሕጻናት የሚማርበት የትምህርት ፖሊሲን፣ የመምህራን ሥልጠናና ጥራት አለብለው ያስባሉ?
10. በቅድመመደበኛትምህርት የመምህራን ተነሳሽነትና የማስተማሪያ መሣሪያዎች መማሪያ ክፍሎች ብቁነው ብለው ያስባሉ?
11. በቅድመመደበኛትምህርት ህፃናት ትምህርት የአመራር፣ የባጀት፣ የማስተማር ዘዴ፣ የተማሪ ቁጥር፣ ክፍል እና በአጠቃላይ ያለው ሁኔታ እንድትያዩታል?
12. በቅድመመደበኛትምህርት በእርስዎ ልክ ታናል ምድመን ግስት፣ ህብረተሰብና ወላጆች ለህፃናት ትምህርት ተገቢውን ትኩረት ይሰጣሉ? እንዴትና መቼ?
13. በቅድመመደበኛትምህርት ከወላጆች ምሆነክ አካባቢው ማህበረሰብ ጋር ያለውን ግንኙነት በተመለከተ አናሳነት ብሎው ያስባሉ? ከሆነ የትኛው የበለጠ ችግር አለው ብለው ያስባሉ? ለምን?
14. በቅድመመደበኛትምህርት የትምህርት ይዘት፣ ለመማር ማስተማርና የመማሪያ ሥርዓቶችን ሚመለከቱ ዘርፈ ብዙ ጉዳዮች ላይ ተገቢውን ትኩረት መስጠት ተገቢ ነው። ስለዚህ የህፃናት ትምህርት ተገቢውን ትኩረት አግኝቷል ይላሉ? ከሆነ እንደት?
15. በቅድመመደበኛትምህርት ለህፃናት ትምህርት ተገቢ የሆነ ሥርዓተ ትምህርት ስለመኖሩ ምን ያስባሉ?
16. በቅድመመደበኛትምህርት ቤት ለማስተማር የሚጠቀሟቸው ሥነ ዘዴዎች ለህፃናት ምቹ ከሆኑ መጫወቻዎችና መማሪያ መጻሕፍት አኳያ ምን ምን ድንገቶች ናቸው? በቁናቸው ብሎው ያስባሉ? እንዴት?
17. በቅድመመደበኛትምህርት የህፃናት ትምህርት ጉዳይ ላይ መስጠት የሚፈልጉት አስተያየት፣ ጥቆማና የመፍትሔ ሀሳቦች ካሉ ቢገልጹልን

ለነበረን ቆይታ ከልብ አመሰግናለሁ!

Appendix - II

አዲስ አበባ ዩኒቨርሲቲ

ትምህርትና የባህሪ ጥናት ኮሌጅ

የሥርዓተ-ትምህርትና የማስተማር-ትምህርት ክፍል

ለ ርእሰ-ምህርት ስፐርቫይዘርና Expert የተዘጋጀ ቃለ-መጠይቅ

የጥያቄዎች ዝርዝርና መግቢያ ሀሳብ

እባክዎ ንስሐ ራስዎ፣ ስለ-ትምህርት ደረጃዎ እና ልምድ ዎቹ ተቢያ ጫውቱኝ

1. እርስዎ

ስለ ቅድመ መደበኛ-ትምህርት ሕጻናት-ትምህርት ያለው ልምድና የትምህርት ዝግጅት ምን ይመስላል?

2. ቅድመ መደበኛ-ትምህርት ሕጻናት የመዋዕለ ህፃናት-ትምህርት ታቸውን የሚጀምሩት በስንት ዓመታቸው ነው?

3. ቅድመ መደበኛ-ትምህርት ሕጻናት-ትምህርት ዙሪያ የትምህርት ተዛማጅነት የሚያመለክተው የግለሰብ ንባህል፣ ፍላጎቶች፣ ጥቅሞች፣ እርካታ፣ ችሎታዎች፣ ምኞቶች፣ እና የተማሪዎችን የአእምሮ እና የአካል እድገት ወ.ዘ.ተ ካለው ነው። ስለዚህ የመዋዕለ ህፃናት ሥርዓተ-ትምህርት አግባብነት እንዴት ይመለከቱታል?

4. አንድ ሰው የትምህርት ሚዛን (balance) አለው የሚባለው በሚያገኘው ትምህርት ውስጥ እና በተለያዩ የመማር እና የመማሪያ ስርዓቶች ውስጥ ተለያዩ ክፍሎች ተገቢ የሆነ ከራሱ ለትምህርት ሲችል ነው። ስለዚህ ቅድመ መደበኛ-ትምህርት ሕጻናት የሚሰጥ ስርዓተ-ትምህርት ሚዛናዊነት በለው ያስባሉ? እንድት?

5. ቅድመ መደበኛ-ትምህርት የመዋዕለ ህፃናት (የልጅነት) ሥርዓተ-ትምህርት ንብተ መለከተሊ ደረሰ በትምህርት ልስር አተ-ትምህርት ካለበለው ያስባሉ? እንድት?

6. የቅድመ መደበኛ-ትምህርት (በመዋዕለ ህፃናት-ትምህርት) ያለው ስርዓተ-ትምህርት ተስማሚ (appropriateness) ነው? የልጆች የእድገት ደረጃ (እድሜ) እድገትና ፍላጎት እንዴት ያዩታል?

7. በቅድመመደበኛትምህርት ሕጻናት የሚማርበት የትምህርት ፖሊሲን፣ የመምህራን ሥልጠናና ጥራት አለብለው ያስባሉ?
8. በቅድመመደበኛትምህርት የመምህራን ተነሳሽነትና የማስተማሪያ መሣሪያዎች መማሪያ ክፍሎች ብቁነው ብለው ያስባሉ?
9. በቅድመመደበኛትምህርት ህፃናት ትምህርት የአመራር፣ የባጀት፣ የማስተማር ዘዴ፣ የተማሪ ቁጥር፣ ክፍል እና በአጠቃላይ ያለው ሁኔታ እንደት ያዩታል?
10. በቅድመመደበኛትምህርት በእርስዎ ልክ ታናል ምድመን ግስት፣ ህብረተሰብና፣ ወላጆች ለህፃናት ትምህርት ተገቢውን ትኩረት ይሰጣሉ? እንዴትና መቼ?
11. በቅድመመደበኛትምህርት የሥርዓተ ትምህርት እና በአጠቃላይ ያለው ሁኔታ እንደት ያዩታል?
12. በቅድመመደበኛትምህርት የትምህርት ይዘት፣ ለመማር ማስተማርና የመማሪያ ሥርዓቶችን የሚመለከቱ ዘርፈ ብዙ ጉዳዮች ላይ ተገቢውን ትኩረት መስጠት ተገቢ ነው። ስለዚህ የህፃናት ትምህርት ተገቢውን ትኩረት አግኝቷል ይላሉ? ከሆነ እንደት?
13. በቅድመመደበኛትምህርት ለህፃናት ትምህርት ተገቢ የሆነ ሥርዓተ ትምህርት ስለመኖሩ ምን ያስባሉ?
14. በቅድመመደበኛትምህርት ቤት ለማስተማር የሚጠቀሟቸው ሥነ ዘዴዎች ለህፃናት ምቹ ከሆኑ መጫወቻዎችና መማሪያ መጻሕፍት አኳያ ምን ምን ድንገቶች ናቸው? በቂናቸው በሎው ያስባሉ? እንዴት?
15. በቅድመመደበኛትምህርት የህፃናት ትምህርት ጉዳይ ላይ መስጠት የሚፈልጉት አስተያየት፣ ጥቆማና የመፍትሔ ሀሳቦች ካሉ ቢገልጹልን

ለነበረን ቆይታ ከልብ አመሰግናለሁ!

Declaration

I, the undersigned, declare that this thesis is my original work and that all the sources that I have used have been indicated and acknowledged by means of a complete list of references.

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Submission Approval Sheet

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

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Signature: _____

Date of Submission: _____