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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION & BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**PRACTICE AND CHALLENGES OF KINDERGARTEN EDUCATION IN
WOREDA 12 BOLE SUB CITY OF ADDIS ABABA**

BY

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Acronyms

ACEI	Association for Childhood Education International
CRC	Convention on the Rights of the Child
ECCE	Early Childhood Care and Education
EFA	Education For All
ESDP	Education Sector Development Program
ISCE	International Standard for the Classification of Education
LKG	Lower kindergarten
NAEYC	National Association for the Education of Young Children
PTA	Parent Teacher Association
TGE	Transitional Government of Ethiopia
UKG	Upper kindergarten
UN	United Nations

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Abstract

As education is a key for growth and development of nations, a Preschool is an important phase where children are prepared for primary school and helped to develop their senses and learning. Pre-primary school Education is an area which needs special attention since it is a place where it helps to build foundation for the children's successful life-long learning. Consequently, the sub sector has a profound impact on the consecutive educational achievements of the children's long-life. Hence this study is conducted on the issue of *“Practice and Challenges of Pre-School Education In woreda 12 of Bole Sub-City of Addis Ababa”*.

The study has investigated research questions; those emphasize on the appropriateness and conduciveness of the teaching materials, appropriateness of preschool curriculum for children's overall development, adequacy of professional human resources, and the extent to which a supervision system is adequate. The practices are assessed through main determinant factors which include: the physical and learning environment that encompass the materials used for children holistic development, curriculum guideline, teaching learning methodology, assessment used to engage and follow up, health and nutrition, the relationships with parents and community, administrative issue. The study was conducted by using questionnaire, interview and observation; 66 principals, teachers and parents were drawn for the study through using simple random sampling and the questionnaire were distributed and collected personally by the researcher. It was distributed to eleven kindergarten principals, thirty three teachers and twenty two parents.

Interview was conducted with AACGEB and Bole sub-city preprimary education professionals. To analyze the data, frequency and percentage have been used to investigate the research questions. The study has also identified challenges like, shortage of trained manpower, parent's limited support to children's development, government insufficient support, unavailability of textbooks, shortage of input materials, and lack of decision making body like board of directors for managing KG are some of the threats that could blur the good start. Generally emphasis should be given to the sub sector since it is a foundation for competent future citizens. Depending on the findings of the research some recommendations are suggested so as to impose suggested solutions.

Declarations

Addis Ababa University

This is to certify that the thesis prepared by Bezawit Talegeta, entitled; **Practice and Challenges of Pre-School Education In woreda 12 of Bole Sub City of Addis Ababa Education Bureau** and submitted in partial fulfillment of the requirement for the degree of Masters of Arts in Educational Research and Development complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining committee:

Internal Examiner

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Chairman of Department Graduate Committee

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**Addis Ababa, Ethiopia
June, 2019**

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other University, and that all sources of materials used for the thesis have been properly acknowledged.

Declared by:

Name: _____

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as the University advisor.
Advisor's name:

Zenebe Baraki (PHD)

Sign. _____

Date _____

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CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the study

Education is crucial for human beings. Sharma (2004) writes that human beings need education because they are destined to be real men not beasts, dull animals chimps of woods. The world conference on education for all (EFA) that took place in Jomtien, Thailand in March 1990, articulated the significance of the early years as the foundation for the life of an individual. As indicated in the universal declaration of human rights, the international convention on economic social and cultural rights and the CRC, the obligation of the member state is not limited to making education available and accessible to every child but also includes ensuring content and quality (MoE2010). Positive early experiences with school are of paramount importance to young children. What they learn in kindergarten provides the basis for the acquisition of literacy and mathematics in later grades.

Nowadays, the largest wave of early childhood educational activity is designed to facilitate appropriate child development and overcome their cognitive, social, emotional and physical potentials deficits (Gezahagne, 2005). Kindergarten education program will be emphasizing on creative play, social interaction and natural expression, also teaching social skills, and provide children with an academic foundation for next grade. They acquire a variety of important skills, knowledge and attitudes that will affect their ability to learn, personal development, relationships with others, and future participation in a great society (Curtis, 1998).

The government of Ethiopia recognized the importance of early childhood care and education (ECCE) as a critical period that require due attention and a great deal of investments (MoE, 2003). With the intention of having intelligent and creative children, the government itself indirectly supports the initiatives for private kindergarten by preparing the curriculum as well as by training teacher's (MoE, 2002). Nevertheless, kindergarten education is still one of the most neglected areas in Ethiopia.

From the human rights perspective, the UN convention on the rights of child (CRC), adopted by the Transitional Government of Ethiopia (TGE) in December 1991, stipulated that the child's right to education shall be directed to "the development of the child's personality, talent and physical abilities to their fullest potential".

New approach of early childhood learning was started since 18 century in Europe. The first infant school was opened in German by Prince Pauline in 1802 (Rusk, 1993). The crossing of early childhood education from Europe to the rest of the world periodically spread and resulted in the opening of kindergartens to different countries in the following years.

In the earlier period Pre-primary school education in Ethiopia was basically given by elder brother/sisters and faith based institutions namely Orthodox Church "Abinat" school, Mosque /mederesa/ missionaries... for the sake of maintaining the moral values and serving the religious purpose. According to Aregash, (2005) in Ethiopia the first modern kindergarten was established by French railway workers in 1908 at Dire Dawa. International communities and foreigners are main contributors to introduce kindergarten in Ethiopia. In 1963 the community service based kindergartens were established by the government in different parts of the country namely, RasDestasefer (A.A), Debrezeit, Debrebirhan, Hawasa and Asmara (Adane, 2008).

Recently Early Childhood Care and Education has become one of the priorities for the education sector. Pre-primary education is one of the potential inputs to the overall improvement of quality of education and reduction of drop out and repetition rates in later stages of formal schooling. Moreover, participating in ECCE is the right of the child and it is a foundation of Education for All. It also has significant contribution in economic return (ESDP IV, 2010).

In order to achieve the above benefit The Education Sector Development Program (ESPP IV) designed four main strategies for Early Childhood Education. The strategies cover four main areas. The first strategy is to mainstream Early Child Care Education (ECCE) by clarifying the mandate and role of the various stakeholders and establishing a national steering committee, regional councils and woreda technical committees. The second strategy is to enforce the monitoring and regulating the quality of ECCE delivery while the third strategy is to give direct support to quality improvement. Finally, this intention is to give more attention to early child care education teacher training and development.

For implementing the above strategies, MOE develop standards for Per-primary school education since 2010 by considering educational structure, educational work guidelines and educational organization to improve the quality of education. The curriculum for pre-primary education was developed on major themes of children's developmental activities, namely proper care for appropriate development and physical strength, enabling to create reasonable relationship with others through proper use of language, using mathematical and conceptual ideas in children's day to day activities for studying and testing environmental interaction (MOE, 2010).

According to MOE, (2012/13) the current total population of Ethiopian children of the appropriate age group (4-6) is estimated to 7.71 million. Out of this, only about 2.01 million (26.1%) children got access to pre-primary education all over the country. This means the majority of the children didn't get access to preprimary education, implying the need to give more emphasis to this sub sector of education. Ethiopia has made tangible progress in the education sector. Thus the early childhood care and education is launched and presented in Ethiopia. In Ethiopia children those can usually attend kindergartens are between three and six. The three year program, known as nursery, kindergarten 1 (lower kindergarten - LKG) and kindergarten 2 (upper kindergarten - UKG) prepares children for their first year in primary school education. As different literatures and documents show, in the last few years the private sector in urban centers has shown a growing interest in this opportunity but in Addis Ababa, however, it is mostly accessible for children those belong to a better economical background. In order to provide access it is important to give due consideration to the expansion of kindergarten in general and to its curriculum, human, material resource supplies, and basic facilities in particular.

Most of the kindergarten schools are operated by nongovernmental organizations such as communities, private institutions, and religious organizations (MoE, 2016). Kindergarten is an urban phenomenon. Kindergarten program is not only inaccessible to children from low socioeconomic status but has its own limitations. Only few parents can afford the tuition fees for their children to attend kindergartens (Hoot et al., 2004).

1.2 Statement of the Problem

As education is a key for growth and development of nations, a Preschool is an important phase where children are prepared for primary school and helped to develop their senses and learning. It is obvious that various research evidences has suggested the critical importance of the pre-school program for the future harmonious development of children.

Early Childhood Care and Education/ECCE/ has become one of the priorities for the education sector because it will be one of the potential inputs to the overall improvement of quality of education and reduction of dropout and repetition rates in later stages of formal schooling and because it leads to higher enrolments, particularly of girls, participating in ECCE is the right of the child and it has been considered as a red rock of EFA and the first step in meeting all the other EFA goals. This in turn contributes to the overarching Millennium Development Goal of reducing poverty. Investment in quality early childhood education yields a high economic return, offsetting disadvantage and inequality, especially for children from poor families. Besides, ECCE has positive effects on female labor force participation and schooling of older siblings. It also levels the playing field by reducing inequalities between rich and poor and it is thus a key component to breaking the cycle of intergenerational poverty. ESDP IV(2015)

Over the past several centuries worldwide, in most cases, only children of the nobilities were sent to schools with the intention of sharpening their abilities and preparing them for future leadership. (Fantahun 2017). However now a days, education is formally recognized as a human right for every individual, irrespective of the individual's ability, disability, age, gender, ethnicity, socioeconomic status and other forms of differences.

Research played an important role in supplying us with facts which have helped to find a definite place for the kindergarten in education system, helping to alert the public to the developmental need of young children, teachers to evaluate their own procedures and administrators and policy-directing groups plan for the welfare of kindergarten age children. Thus it is very important to conduct researches around the implementation of practices of preschool programs in pointing out the challenges and possible solutions.

Kindergarten teachers face diverse problems in curriculum implementation such as, lack of physical facilities, difficulty in evaluation practice, lesson planning and organizing child activities, teaching-learning process, social environment problem, stating goal and objective, content, lack of administrative support and problems related to parental involvement (Kari A. Dietz, 2002). Today, with the rise and growth in the kindergarten movement, research on kindergartens appears to be concerned with the skill, maturity factors in relation to school achievement, the physical aspect of the school plant, the development sequence in learning, factors influencing human relations, methods and training (Foster and Headley, 1959 p.29). While discussing major challenges of Ethiopia's ECEI, States as;

It is possible to present numerous challenges of the Ethiopian early childhood education system from access to equity to quality and more. quality problem is a major challenge which can be conceptualized as a quality problem in environment and physical space, curriculum content and pedagogy, early childhood educators and caregivers, partnership with families and communities and access to young children with special needs (ACEI, 2011).

Different research findings show that there is a problem of meeting the educational opportunity of preschool age children, not only in rural Ethiopia but also in the capital itself. In Ethiopia, the major challenges confronting current pre-school education are high fees, lack of a standard curriculum, guidelines, culturally relevant story books, lack of access to early childhood education for almost all children and especially children from low socioeconomic backgrounds, lack of awareness about the value and type of care and education and misconception about children's learning (MoE, 2003). The Ministry of Education later however developed a curriculum development framework which places a more active role for the learner than a teacher and generally aimed to the issues related to areas of education materials, methodologies, assessment techniques.

However, the pre-school education program in Ethiopia is to date too limited to meet the demands of the growing numbers of preschool age children and provides only for well-to-do families in the country (Teshome, 1979, Dereje, 1994). The government is unable to assuage the demand of kindergarten age children even in the capita (Teshome, 1979).

Pre-primary educations of the country have faced many problems; the typical problems are: administrative and coordination problems, consequently they do not have strong decision making

body like a board of directors to administering kindergartens, the government also is not able to implement the detailed policy guideline for pre-primary school administrators' roles, shortages of trained man power and employee turnover, lack of teachers' training opportunity and low level of salary, parent's limited responsibility, teachers' inappropriate conduct, insufficient support from the government. (Tsegaye, 2014).

The central purpose of the study is to explore the practices and challenges of kindergarten education in schools at wereda 12 of Bole sub-city of A.A city administration. On top of this, the study was designed to investigate problems faced by teachers with respect to their educational level, usage of indoor and outdoor materials, functionality of kindergarten curriculum, the quality and fulfillment of human resource, the role of government administratives, parent and community participation and conduciveness of the physical environment.

1.3 Basic questions of the study

The following basic research questions are posed for in relation to the practices and challenges of kindergarten education.

- 1) Are the preschool teaching materials appropriate and conducive for the level?
- 2) To what extent is the preschool curriculum appropriate for children's overall development?
- 3) To what extent are kindergartens staffed with professional and required human resources?
- 4) How adequate is the supervisory and supporting system from both the government and parents concerned?

1.4 Objectives of the study

The study is expected to explain the practices add the challenges of kindergarten education in the kindergarten schools in wereda 12 under bole sub-city of Addis Ababa city administration education bureau. Thus the general specific objectives of the study are illustrated below.

1.4.1 General objectives

The study:-

- Examine the details of the practice in selected schools in relation with the intention of the program
- Assess and explain the challenges the schools are facing with the quality of teachers, instructional material and physical environment of the schools, and
- Point out the recommended solutions to reduce problems.

1.4.2 Specific objectives

The study is expected to identify and describe:-

- The major challenge in the practice of kindergarten education in the selected kindergartens. Thus problems related with the quality of teachers, the instructional materials both the indoor and outdoor, the suitability of the physical environment of the schools, the implementation is discussed.
- Educational curriculum standards of kindergarten education are expected to comply with in the kindergarten education.
- To what extent the standards of kindergarten education are realized in the selected kindergarten schools.
- The expected role of the government educational structures for the effectiveness of the preprimary education and the real practice on the selected schools.
- The role of parents and the community to the effectiveness of the preschool programs is also discussed.

1.5. Significance of the study

Nowadays in efforts of insuring quality education, Ethiopia is one of the countries under Sahara to give attention on the practical curriculum implementation in all levels of educational institutions. Thus preschool education is considered as the basic level for the effectiveness of primary education.

Emphasizing on the problems and possible solutions might have a great deal of support in boosting fruitful preschool program. The findings of the study may help to give possible recommendation to overcome the problems faced in kindergarten. Fourthly, other researcher may be used as a reference document and to make further study in the area. The study is important to provide inputs to the policy makers for further and progressive improvement to be done in the area.

1.6. Scope / delimitation of the study

The study was delimited to the practices and challenges of kindergarten in Addis Ababa specifically the KGs which are found in woreda 12 of Bole Sub-City. Due to financial and time constraint and to make the study more manageable the research was also delimited to eleven kindergartens in the woreda. Moreover the study was also focused on practice of kindergarten's administrative characteristics; the standard of preprimary education, the syllabus of preprimary education, the pedagogical tools, and opportunities in preprimary education are the major themes that were investigated

1.7 Limitation of the study

The study is limited to woreda level and fifty percent of the total number of schools of the woreda even because of budget constraints. This hinders the study in investigating the problem in a wide range of samplings which might help to get more findings.

18 Operational Definitions

Environment: It constitutes of school surroundings that include physical, human and natural elements.

Physical environment: It includes the entire school environment like Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources that have to be used suitably for the purpose teaching-learning process and developing children.

Teaching Learning methodology: it is a mechanism used in learning and teaching strategies to implement childhood education through teacher-child interaction.

Community: people around the pre-primary school environment that perform social roles in pre-primary education.

Parents: They are stakeholders as well as the key partners of pre-primary schools which have the most intimate contact with their children.

Assessment: It is the way how teachers get Information with helpful hints to improve the learning and teaching arrangements. It is a significant component of the curriculum and an indispensable constituent of the learning and teaching process.

Kindergarten is an institute where children of age 3-6 to develop and learn basic life skills such as hand-washing and good eating habits.

Learning Environment: an environment for children to learn, run and play games together with other children in a friendly manner.

Outdoor equipment: It is equipment which is made for the purpose of children play to create an ample opportunity and appropriate development.

Indoor materials: appropriate equipment provided at indoor play ground for children recreation and learning

Curriculum: It is an approved guide for incorporating developmentally appropriate content, concepts and activities in the pre-school program.

Human resource: people who make up the workforce of a preprimary school (kindergarten).

Administrative support: workers who provide support to preprimary schools (kindergarten).

Management of pre-schools: It is an administrative body which leads the school activities to determine the current situation and future end of the school.

1.9. Organization of the study

The study is organized into five chapters. The first chapter is the introductory part which consists of background of the study, a statement of the problem in which basic questions of the study are included, objectives of the study, the significance of the study, the delimitation/scope of the study, limitation of the study , definition of terms and organization of the study. The second chapter consists of review of related literatures that covers theories and different factors of preschool, some practice and the overview of Ethiopian pre-primary school education.

The third chapter elaborates the method of the study which includes research method, sampling technique, data collection instrument and method of data analysis used in conducting the study. Under the fourth chapter, findings from the survey results are discussed. The final chapter of the study incorporates summary, conclusions and recommendations based on the findings of study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature about challenges and practices of kindergarten education. It incorporates other research findings on practices and challenges of kindergarten education, the policy and strategy of Ethiopian education sector and per-primary school education theories, the preprimary education environment which includes physical environment, learning environment, teaching- learning materials and methodology, the principles of the montessori approach of education and the role of teachers, the curriculum, health and nutrition in preprimary education. Additionally the chapter includes about collaborative partnership with parents and communities, the assessment, administrative aspect and the practices of preprimary education.

2.1. Pre Primary School Education Theories

Preschool is an important phase where children prepared for primary school and helped to develop their senses and learning. Preschools education includes the process where the educational environments are set based on the needs of the children's ages in terms of building, tools and equipment, location, teacher, education system and education programs.

According the International Standard Classification of Education (ISCE) leveling strategy early childhood education is leveled at 0. This stage is designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organized instruction outside of the family context. Early childhood education program has an aim to develop socio-emotional skills necessary for participation in school and society and also develop some of the skills needed for academic readiness and prepare children for entry into primary education.

This stage is not necessarily highly structured but is designed to provide an organized and purposeful set of learning activities in a safe physical environment. This allows children to learn through interaction with other children under the guidance of staff/educators, typically through creative and play-based activities. The program may refer in many ways, for example early childhood education and development, Kindergarten, play school, reception, pre-primary, pre-school (ISCE, 2011). Kindergarten's children learn by experiencing the world around them. They explore, examine, and try to figure out what everything means.

Children cannot yet do things perfectly, but every day, they learn something new. It doesn't happen all at once, yet as they progress, they get closer and closer to speaking clearly, recognizing letters and sounds, understanding and creating stories, counting real things, adding and subtracting, and dividing their blocks evenly among their friends. Understanding how children learn is critical to creating an environment that will encourage growth and support success. And it should be a priority for all adults who are charged with encouraging children to develop and grow- whether family members or educators. Children learn through different mechanisms: They talk with friends and commenting on what they are doing, want to do and naming things surround them, They can Explore their environment and materials by sliding, running, jumping or building houses with blocks, Practicing in new skills that seen from older children. They can also rehearsing what they see around them through playing house or pretending to go to the doctor, store, or bank.

Children approximate the standard way of doing things. They learn to do things one small step at a time. Children make Meaning from their experience of day to day activities. Children try to understand what they see and hear. Even though children have their ability, adults should support them to expand their understanding by telling stories, reading books, and explaining what is going on wherever they go. Children should have opportunities each day to enjoy physical activities indoors and outside. A consistent, flexible schedule offers plenty of time for learning and making choices. It also creates a minimal number of transitions, and limits time in whole groups or seat work.

Learning should take place throughout the day in large and small groups and in one to one interactions between the child and the teacher. This helps teachers understand the emerging skills of each child and to plan experiences that accommodate each child's own style of teach (E. Davy, 2007). Montessori principles pay great attention to the respect shown for the child. As every child is single, the education has to be individualized for each child. Children's lives should be kept apart from adults' and should be dealt differently. Individual has to be educated by himself and not by someone else.

Adults use their minds to learn; and children use their senses to absorb and learn friendly manner. During this absorbent mind process, there are unconscious and conscious steps. Unconscious absorbent mind is usually between the ages 2-5 and it is enabled through tasting, smelling and touching. Between the ages 3-6, the child separates his affectionate observations from the environment and develops conscious absorbent mind senses. The child learns differentiating and matching (Morrison, 1988). As discussed on Pre-School Guidelines, Pre-school program target all children aged 3 to 6+, regardless of culture, gender, social class or ethnicity and including children with special needs.

2.2. Preprimary education environment

2.2.1. Physical Environment

The pre-school center, whether a community hall, classroom, home or school, should be licensed as a pre-school. The center should be easy to identify and clearly marked as pre-school. The environment should be an attractive, pleasant and physically safe place for children. The setting of the physical space should allow for free movement of both children and adults. Cleanliness, good maintenance and hygiene must be a priority. The location should be free from pollution and away from garbage sites. Basic sanitation facilities need to be available, including one latrine and water for hand washing. The room should be well ventilated, with enough window space to allow a good flow of air. There should be an area for displaying the children's creative work. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር, 2001).

A well-designed and richly decorated learning environment not only creates a relaxed and pleasurable atmosphere, but also promotes effective learning for children. Teachers should pay attention to properly setting up the classroom with the help of a comprehensive and detailed plan of how the classroom can best be arranged. These arrangements aim at providing an environment with adequate space for free movement and easy access to toys and learning materials, and serve the purpose of stimulating children to learn. Children should play outdoors so that children could be kept healthy and grow. If they play outdoors, when they become active their bones muscles develop, children look after themselves and thus be more independent of adults and children use genuine utensils and objects purposefully designed for learning thus the child develop in to an adult. (Montessori, 1966, p.144).

The kindergarten classroom should be organized into interest areas or centers filled with a variety of materials and equipment including blocks, dramatic play supplies, science activities, books, art supplies and more. Children must have time to experiment with measuring, counting, pouring, and making predictions using sand and water areas. Paper, scissors, markers, puzzles, and other hands-on materials that foster children's thinking and problem solving skills should be readily available. Books, printed words and samples of children's writing should be in every area of the room (NAEYC, 1997).

The quality of preschools in Ethiopia is low (Tirussew et al. 2009). 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 and whether the environment is developmentally stimulating is 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 which promote problem-solving activities, critical thinking, and creativity are scarce in most preschools. (Hoot, 2006) explained the nature of the classrooms as overcrowded classrooms with a student teacher ratio of 1:30 or greater. Also indicated that preschools lack child-sized toilets, appropriate and neat playground materials, and overcrowded classrooms (Tirussew, 2009).

The physical environment of the kindergarten is less conducive to children's development; most of kindergarten buildings have not been constructed for the purpose of kindergarten and are not conducive, neat, decorated or silent enough. Similarly, the dining and rest room are not appropriate; there is a lack of appropriate playgrounds when compared to the number of children that need the facility. Kindergartens in the study area have not very conducive administrative rooms, toilets, and water facilities. It is possible to say that most of the kindergarten classrooms were not appropriate to teaching children. (Sisay, 2016)

2.2.2. Learning Environment

Learning environment is a center where Children interact through emotional and social aspects. This environment helps children to engage intellectually and socially build positive relationships with others and also develop friendship & regulate their behavior. Learning environment enhance children's willingness to take risk and make decision confidently. This encourages children to create a suitable, Healthy and respected environment and also to build appropriate social behavior & correct use of language and to facilitate Positive interaction between children and teachers. It is also a place where children to play, experiment and create their pace. This helps children to develop problem solving skills by trying different ways of doing things. They expand and refine their language as they talk with and listen to other children. Learning environment is also a place where children learn about their peers as they try out different roles and adjust to work together. When the learning environment is convenient to children they can talk through conflicts and express their feeling. They can use the guidance to foster children's self-regulation appropriate social interaction & social competence (HKSAR, 2006).

Prepared Environment and the ability of the child to move freely in his/her environment are major factors for the child to develop (Montessori, 1972). Indeed the two factors are interrelated. The method also gave emphasis for a better suited environment for relaxation. It advises as it is necessary to create the right environment for the children indoors and outdoors, the materials indoors and outdoors need to prepare in small sizes. Thus children learn best in a prepared environment, a place in which children can do things for themselves.

The prepared environment makes learning materials and experiences available to children in an orderly format. Classrooms Montessori described are really what educators advocate when they talk about child-centered education and active learning. Freedom is the essential characteristic of the prepared environment. Since children within the environment are free to explore materials of their own choosing, they absorb what they find there. Maria Montessori was a master at creating environments for young children that enabled them to be independent, active, and learn (Morrison 2018).

A variety of stimulating play and learning materials that promote not only simple but also higher thought processes (as with puzzles, riddle and guessing games, stories and fairy tales, etc.) should be available. To enhance creativity, there should be a variety of visuals rich in color, texture and shape on the walls. The learning environment should be friendly, providing adequate opportunity for interactions among children as well as between children and adults. Adequate opportunities for exploration and discovery should be made available. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር, 2001).

Minimum standards set as:- The pre-school has a fenced place where it is safe for children to learn, run and play games together with other children, The space in the room/building allows for at least one and half square meter for each child, The pre-school room/building has windows, and Clean drinking water, hand wash water and one latrine are available. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር, 2001).

2.2.3. Teaching Learning Materials

Children of the nature form the basis of science and art fields. That is why; learning the rules of the nature is the foundation of science (Montessori, 1966). In this approach, it is crucial that the child makes mistakes by searching and trying and then, realized his own mistake and corrects it himself. If the children are not able to realize their mistake, this shows that they are not developed enough. When the time comes, the child realized their mistake and corrects it (Temel, 1994). Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources have to be suitable for the purpose. Premises, furniture and equipment need to be safe, clean and well maintained. Teaching and learning materials, should be convenience to children's in variance aspects such as: they have to be relevance to pre-school's curriculum policy and program based on the standards and recreational needs of children, Materials encourage understanding of children, hence they have important contributions to multi cultural societies of diverse cultural, linguistic groups and people with disabilities and minority groups and help to create respectful relations with others.

Materials motivate children and educators to examine their own attitudes and behavior to comprehend their duties, responsibilities, rights and privileges in society and they have to be appropriate to children's age, emotional, intellectual, social and cultural development. Hence children have opportunities to find, use, evaluate and present information to develop the critical capacities and make discerning choices, hence, they are prepared for exercising their freedom of access, with discrimination, as informed and skilled adults .The material's representativeness has to be range in views of all issues (State of South Australia, 2004). Children have to chose and use their materials properly. They practiced different tasks with the materials. At the end of time, the child puts the materials back into their places. This behavior becomes habitual after repeating it constantly. Some materials are worked with on a special carpet. It is the child's responsibility to carry these materials to the carpet and back to their shelves after the activity. The child is guided towards that behavior. The child actively learns as he uses these materials. Prepared information is not permanent and efficient in a child's mind.

Materials are meaningful for the child in different aspect: the challenge or the mistake the child experience through exploring should be a part of the material, the shape and usage of the materials should be ordered from simple to complex, Materials should prepare the child for the next learning; Materials provide not the concrete shape of an idea but its abstract form and they are prepared for the child's individual learning (Morrison, 1988). According (Calvert, 1986) the materials in the classroom have to be natural and reliable. Hence children will complete the task with the materials they have chosen; without interference of adult; after completion of tasks the materials will be put back into their places according to class order. This will develop responsibility and personal discipline.

Outdoor play equipment as it must be well maintained, clean and developmentally appropriate, provide ample opportunity for creativity and development of different skills, be arranged in an organized manner to allow for accident-free play. Availability of climbing frames and locally made swings and seesaw are the Minimum Standards kept. *(የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር, 2001).*

School of Education, Florida South Western State College, United States with regard to indoor or classroom materials of the kindergarten, most of the pre-school lacks appropriate child-sized chairs and tables, blocks, pictorial books, art materials, corners such as shop corners, family corners, health corners, music corners, mathematics corners, table toys and pictorial teaching aids in the sample kindergarten. Similarly, the outdoor materials of the kindergarten are not appropriate to child development, with insufficient features such as a slide, merry-go-round, ladder, sand box, tyres, and seesaws. Since play is an important way of teaching children, appropriate and sufficient indoor and outdoor materials are necessary for the successful realization of kindergarten education (Sisay, 2016).

Curriculum material implementation is inconsistent and does not consider children's needs. Pre-schools do not have enough textbooks, teachers' guides, culturally relevant storybooks, syllabuses and they lack of curriculum frameworks and standards at kindergarten. (Sisay, 2016)

The Kindergartens' are also have materials and facility problem which includes unavailability of text and supplementary (story) books for KG, Shortage of input materials like teaching aid materials, inadequate playing space and playing equipment. On the other way some private owned kindergartens are setting high tuition fee which makes burden to the community. At the same time they do not follow the guidelines and the standards set by the government (Tsegaye, 2014).

2.2.4. Teaching and Learning Methodology

Learning and teaching strategies in early childhood education has to be Child centre. Hence children's active participation is pivotal to the effectiveness of learning. In this strategy teachers have no dominant role in the learning activities, but engage in various roles such as that of facilitator, information provider, learning assessor, etc. No matter which learning and teaching strategy is adopted, play is an indispensable and important tool for facilitating children's learning. It helps children know their surroundings and experience the joy of co-operating and sharing with others. Through play, children can develop their physical, intellectual, social, creative and thinking abilities. Play is also considered to be the best activity for promoting children's physical and mental development. Suitable play not only enables children to express their emotions and gain pleasurable experience, but also promotes their learning and growth. Therefore, play and children's development are interrelated. Teachers have to make good use of play as a major element for constructing the curriculum (HKSAR, 2006).

A kindergarten teacher can help children to develop self-confidence in themselves and collaborating with others to solve problems by extending children's play. Play is the first and most important mode of instructional strategies in kindergarten by providing an environment in which children are free to play with each other and with a wide range of carefully selected material, teacher facilitate children's of development and learning (Gezahagne, 2005). There are other appropriate modes of instruction suitable for facilitating kindergarten children's development and learning, chiefly learning by doing, experiencing and observing (Wills and Stegeman, 1956).

Principles of the Montessori Approach there are three main factors in Montessori education: These are: environment, child and teacher (Malloy, 1989). Montessori Education principles show that the movement and cognition are closely related and increases thinking and learning. Learning and well-being are improved when people have a sense of control over their lives. People learn better when they are interested in what they are leaning.

According to Montessori approach the role of the teacher is changing and organizing the environment in convenient way to the children's need and their development. The materials should be ordered from simple to complex by the teacher as well. Montessori teacher is called guide/router. The teacher gives the child a chance to use his/her potential. (Linard, 1972) The teacher has to set an example with the outlook, appearance and personality for the children; the teacher has to give a sense of respect. Teacher is required to be flexible, humanist, affectionate, patient and understanding (Temel, 1994). Montessori teacher makes a lot of time for family and social life. Teacher organized the environment in a way that the children will be free to move, communicate and share with their friends.

Teachers are the implementers of the curriculum. As the curriculum implementers, teachers should also consider play, learning, and care as a whole, as these are inter-related in the holistic development of children. Moreover in the changing social situations, teachers should be knowledgeable and have ability in mastering new concepts and skills, in order to satisfy the needs of children who are highly inquisitive, creative and imaginative. When guiding children to become life-long learners, teachers must set themselves as good models by ever improving and enriching themselves in the pursuit of knowledge. They must also have the awareness, ability and attitude to support life-long learning. Teachers not only transmit knowledge, but also help children construct knowledge. Teaching must be child-centered, with the children actively involved in the learning process. Thus there will be ample age-appropriate materials that the child can use in a variety of ways.

Learning grows out of the child's direct actions on the materials, the child will have opportunities to explore, manipulate, combine and transform the materials, and the child will get some freedom to choose what to do. Since learning results from the child's attempts to pursue personal interests and goals, the opportunity to choose materials and activities is essential, the child will describe what he or she is doing. Through language, children reflect on their actions, integrate new experiences into their knowledge base, and seek the cooperation of others in their activities, adults will recognize and encourage the child's reasoning, creativity and problem-solving efforts, social interaction with peers is important to learn to communicate and interrelate with one other. Refer children to each other for ideas and assistance and let them interact in small and large groups of children, children have common experiences which they enjoy sharing. Sharing experiences in a communal setting helps them develop group problem-solving skills. With Minimum standards such as Teacher-child interaction that focuses on the child and Locally available materials and the local environment are used for active learning (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር 2001)

Ethiopia 2010).Montessori named the concept that children are capable of educating themselves auto-education (also known as self-education). Children who are actively involved in a prepared environment and who exercise freedom of choice literally educate themselves. Montessori teachers prepare classrooms so that children educate themselves. (G.S. Morrison 2018)

2.2.5. Curriculum in pre-primary education

Curriculum is defined as all planned and unplanned interactions, experience, transitions and routines that occur within an environment designed to foster children's holistic development''(MOE; 2012:11 Singapore) Curriculum comprises the update framework, an educator's guide, and teaching and learning resource to support the teachers in nurturing and developing children's knowledge, skills and disposition. NAEYC defines curriculum as "...the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved" (NAEYC, 2003). In high quality programs, instructors place as much emphasis on the process of learning as they do on the content and capitalize on children's natural curiosity to promote language, thinking and problem-solving. Effective early education programs provide a wide variety of planned experiences within an intentionally designed environment that enable children to learn through

interaction, exploration, manipulation and self-discovery. Research clearly demonstrates that children learn more in programs where there is a well planned and implemented curriculum (Landry 2007). Therefore, it is essential for every early childhood setting – school, center, and family child-care faith-based programs – to have a high quality curriculum which incorporates thoughtful planning and design. The curriculum to be used should be designed to meet the holistic needs of different age groups. Only the government-approved curriculum should be used in all pre-schools. The curriculum should be adapted to the local context. The curriculum will be used as a guide for incorporating developmentally appropriate content, concepts and activities in the pre-school programme. Teachers will therefore need to use their creativity in addition to the curriculum to foster the holistic development of all children.

One of The core beliefs upon which the Montessori Method is based All children learn through play/work. The activities that children occupy themselves with in a Montessori program are often labelled as “work.” To outside observers it may look like “play” behaviour; however, play is the child’s work simply because it is the means through which the child learns. The child is working hard at learning when engaged in enjoyable, voluntary, purposeful, and spontaneously chosen activities. The child is busy learning new ideas and acquiring new skills while constantly working to create him or herself. Angeline Stoll Lillard, Oxford University Press, 2005. / The Science Behind the Genius/Curriculum Content and Pedagogy - Efforts 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, Amharic version). However, the implementation of this curriculum in governmental as well as private pre-schools 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 and write and speak English language (Fantahun, 2013). As a result, addressing the developmental needs of pre-school children and the transmission of nation’s culture, values and norms through the curriculum is questionable (Kassahun, 2013).

Children with Special Needs - The integration of children with and without disabilities is relatively new to early childhood education (Allen and Cowdery, 2011). However, these days, there is a need for children with special needs to be part of the pre-school education system as the right for education. If children with special needs are part of the education system, they may then receive quality services from the pre-schools they are attending. In general, children with special needs have no equal access in pre-schools (Fantahun, 2013). Majority of schools didn't implement kindergarten curriculum as expected for a number of reasons. (Sosina, 2013)

2.2.6. Health and Nutrition

A child's overall wellness, including adequate nutrition, social emotional wellbeing, and physical activity are all parts of a comprehensive early education program and directly affect social, emotional and cognitive development. Some activities that enhance children's health include addressing individual health issues, modeling healthy food choices and eating patterns, promoting physical activity and increasing the families' knowledge of and children's access to preventive health care.

The goal of the early education program is to help staff, children, and families understand how nutrition, physical activity and health impact a child's readiness to learn. Ideally, healthy habits are established in early childhood and carried through later in life. As scholars show that health and nutrition have a major effect on children's chances of enrolling in school. The main reason of this is when children are affected by ill-health; the disease may leads to serious physical or mental disabilities. Such conditions typically affect children's educational opportunities to a greater extent in low-income countries than in high-income countries (DFID, 2001).

Health workers need to be given opportunities to provide regular check-up of the children. Growth monitoring charts to be used by the teachers need to be made available. First aid kits that teachers are able to use need to be available. All those working with the children, including those who handle food in the pre-school setting, should be cleared of any contagious disease. Caregivers should be medically cleared of all contagious diseases. Where food is prepared at school, only nutritious food should be given to the children. Where parents are allowed to pack food for their children, they should be encouraged to pack nutritious and balanced meals.

Pre-school feeding should be done in a hygienic and clean environment. The ministry of Health is involved in all the pre-schools to do regular health check-ups, including de-worming and vaccinations as minimum standards. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር 2001).

2.2.7. Collaborative partnerships with parents and communities

According to children's right convention (CRC) both parents have the main responsibility to bring up their child and should always consider what is best for children, while the Government is expected to help parents care for their children properly. Beside to this Schools should help children develop their skills and personalities fully, teach them about their own and other people's rights, and prepare them for adult life. Personal and social development programs in schools as well as drama, music and art help raise awareness of the message to respect other cultures and to respect each other.

Children's learning and development are mainly influenced by family, school and society. Under the major foundation of understanding and respecting children, appropriate co-ordination among the three parties will enable children to develop their potential and lead them to a healthy life. By developing good learning habits and interest in learning, children will be well prepared for lifelong learning. Parents and teachers are jointly responsible for ensuring that children are successful in school, thus making communication between the two is essential. Information should be exchanged with families on a regular basis. It has to be about the service and documentation of their children's learning, development and participation in the program. In pre-primary school education Parents' co-operation and support are very important for institutional improvements and their children development. Preprimary institutions encourage parents to work closely with them in order to support the healthy and happy development of children at this critical stage of their growth.

Parents' working hours and educational background will directly affect their involvement in the activities of the institutions. In order to introduce parental involvement for the development of home-school collaboration, it is advisable for pre-primary institutions to engage parents by planning various types of activities to meet their needs.

The relationship between parents and children is life-long and intimate. However, the relationship between teachers and children is a temporary one, and surely not as intimate as the former. When planning home school co-operation activities, pre-primary institutions should consider not only the needs of children and parents, but also their own conditions, and should make good use of community resources to improve on the less satisfactory areas. For example, they may invite professionals, such as pre-primary education specialists, social workers and psychologists, to conduct parental education seminars; encourage and render support to teachers to take relevant training courses offered by professional organizations or the community; and introduce relevant information on community resources to parents to arouse their interest in joining a related project of their own choice and ultimately benefit to the institutions through the collaborative use of resources.

Adequate opportunity should be provided throughout the year for interaction and communication between the parents and the teachers. Parents and teacher should regularly share information on the child's progress. Regular PTA meetings should be held within the year. Clear and comprehensive information about the pre-school should be made available to all parents. Information on all events that have taken place in the pre-school should be shared at the close of the year. Parents should regularly be provided with opportunities to build their knowledge and strengthen their capacities. Adequate opportunity for children to participate in the activities of the community will be provided. Collaboration with community representatives should be established for supporting the activities at the pre-school. Community representatives are given the opportunity to provide input for running the pre-school. Minimum standards are once a day, when bringing or collecting their child, parents has a contact with the teacher. Parents participate in the parental education that is made available as part of the pre-school programme. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር, 2001).

Pre-school-community collaboration is low because parents have limited capacity and time to participate substantially in their children's education. In almost all the pre-schools, pre-school 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 pre-school children. Guidelines are not, in most pre-schools, established as to how parents could participate and could be involved in the pre-school program. Community participation is not clearly understood in pre-schools and most of them have no such practice of working with communities (Fantahun, 2013). Collaboration for program planning, management and evaluation is not established between pre-schools, and families and community representatives in almost all pre-schools. Ethiopia Parents-teacher communication in majority of kindergarten is good but the parents understanding of kindergarten curriculum found to be low. (Sosina Tamiru 2013).

2.2.8. Assessment In pre-primary Education

Assessment is the process of collecting and documenting information on individual student learning. The purpose of assessment is to inform teaching and improve learning. Hence, assessment of learning and assessment for learning are integral parts of the teaching and learning process in the kindergarten classroom. Learning is active in the kindergarten classroom. Therefore, assessing the process of learning is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities. Assessment should be frequent, well planned, and well organized so that teachers are able to assist each child in progressing towards meeting the kindergarten curriculum outcomes.

In assessing kindergarten children the considered basic principles are using consistently with the purpose for which the instrument was designed, apply for appropriate age, Collect information on a range of indicators of a child's development, Being naturalistic or authentic is important, Be culturally and linguistically sensitive, Accommodate children with disabilities, Collect information from more than one source, Provide information that schools can be confident about, Have a data collection process that is realistic for schools and school systems.

Contrarily Kindergarten assessments should not be used to make high-stakes decisions. To do so it is advisable to use the Scores on standardized assessments that should be complemented with information from instructional assessments, teacher observations, parent input, and any other data that is relevant when making decisions about whether an individual child should be retained in kindergarten. Pencil-and-paper standardized tests are not appropriate for children in kindergarten; Assessment should not be used for a purpose other than for what they were designed (Scott and Niemeyer, 2001).

Assessment of children should be holistic, focusing on all the aspects of their development. Assessment of the child's development should be continuous, using appropriate methods. Achievement tests should not be used as a basis for promotion, retention or selection. Assessment results must be appropriately communicated to parents and must not be used to label the child. Assessments should indicate the child's strengths and weaknesses as well as make recommendations for improvement. And the Minimum standards set are the children are registered, including their names, dates of birth, addresses and birth backgrounds. There is a continuous assessment of each child using the observation method. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር, 2001).

2.2.9. Pre- School Education Administration

The administering style of every institution determines the current situation and future end of the organization. Effective administration style in pre-school education contributes to sustained quality relationships and environments practices that facilitate children's learning and development. To administer pre-school education ethically, well designed policies frame work needs to be formulated and their implementation have to be regularly evaluated in partnership with educators, coordinators, staff and families. Since good administrative systems is a vital to effective provision of a quality pre-school education. To implement such system education leaders should focus on the following issues: Preparing effective planning and evaluation process, developing statement of principles to guide all aspects of the pre-schools' operations, making committed personnel through appropriate communication channels and reasonable training, which initiate the ongoing improvement.

Therefore, the main duties of Kindergarten education administrator are: promoting positive organizational culture and builds a professional learning community, developing suitably qualified and experienced educator or coordinator and establishing clear goal and expectations of curriculum for teaching and learning process, which may help for the continuity of educators and coordinators at the school. Moreover records and information that are available from pre-school education has to be stored appropriately to ensure confidentiality. It is also maintained in accordance with legislative requirements.

Adults working with children and those engaged in management of the pre-school education premises are fit and proper. Reasonable steps should be taken to ensure the fitness and politeness of educators, coordinators, staff and any frequent visitors while children are in care. Challenges and complaints have to be addressed and managed effectively. All challenges and complaints are, investigated fairly and documented in a timely manner. Administering standard should be notified about complaints which allege a breach of legislation or a serious incident. (Australian Governments, 2009)

The Ministry of Education is the leading and responsible ministry; the Ministry of Health responsible for the health and nutrition activities carried out in the pre-schools. The regional education bureaus and the regional health bureaus are responsible at regional level. At woreda level the education and health bureaus are responsible at woreda level. At kebele level, the responsibility will lie with the kebele administrative office as ECCE implementing committee. Information is needed on effectiveness, efficiency and operational practices in pre-schools. Baseline information on all aspects of the setting, children, teachers, equipment, etc. needs to be available.

Findings of the monitoring activity will be shared with the PTA and the school board. Opportunities for government to conduct regular monitoring should be initiated. Expertise from the monitoring and evaluation department of UNICEF will be used for designing and implementing the M&E systems. The choice of indicators and the levels to aim at will be determined by the taskforce. Minimum standards are the children are registered, including their names, dates of birth, addresses and birth backgrounds. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ማኒሰቴር, 2001).

There is a continuous assessment of each child using the observation method. The efforts made by the government to the kindergartens found to be low.(Sosina,2013)

2.2.10 Human resource

As for other formal and non formal educational programs, the pre-primary /kindergarten programs also need their own human resource capable of running tasks those are designed to be implemented in pre primary education system. Those interested with the responsibility of supporting the learning and development of pre-school children should have qualities such as: knowledge and skills related to holistic child development; ability to work well with children, parents and others in the pre-school setting; commitment to enhancing the development of young children; love and respect for all children regardless of their culture, ethnicity, family beliefs and practices or any other difference; be advocates of the rights and the protection of the child; be the holder of a training certificate in child development. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር,2001)

Teachers should hold a 10-month pre-school teacher training course certificate from the Kotebe Teacher Education Institute, or have attended a 2-month course to upgrade their skills and knowledge, especially in the field of “active learning of young children”. The teacher-child ratio in the pre-school is 1: 30 for the three-to-five-year olds and 1:40 for the five-to-six-year olds.

Next to the teacher there is an assistant teacher or ECCE caregiver for both age groups (three-to-five year olds and five-to-six-year olds). The assistant teachers support the work of the main teachers. Assistant teachers are adults of sound mind and no criminal record. Assistant teachers should have reached grade 8-10 and hold a Health Volunteer or Health Assistant certificate with special attention to early stimulation, as offered by the Government or other institutions authorized by the Government. .የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር,(2001)

The pre-school teacher has completed grade 10. The caregiver or assistant teacher has completed grad. ECE educators and caregivers - ECE teachers are not only limited in number but it seems that anybody could teach young children. It is often complained about the shortage of teachers, particularly qualified pre-school teachers (Hoot et al., 2006).

Most of the pre-school teachers are untrained or have very limited trainings (Tsegai, 2015). It is not uncommon to see graduates of unrelated areas such as agriculture so long as they speak English while teaching young children in kindergartens. It is also confirmed in Kassahun's (2013) study that the majority of ECE teachers have irrelevant or only slightly relevant qualification. In O-classes, for example, primary school teachers use available periods to provide instruction (ESDP V, 2015). Most ECE teachers are not qualified at worst and have a short-term training at best. Caregivers should be medically cleared of all contagious diseases (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር ,2001).

With regard to the quality of kindergarten human resources, the program has faced a lack of qualified and trained human resources (teachers, guardians and teaching assistants or caregivers), low salary of teachers causing a high rotation was the major negative factor hindering the successful implementation of kindergarten education (Sisay, 2016). The training background of teachers to implement the kindergarten curriculum is low (Sosina,2013).

Montessori believed that “it is necessary for the teacher to guide the child without letting him feel her presence too much, so that she may be always ready to supply the desired help, but may never be the obstacle between the child and his experience” (Montessori, 1967). The Montessori teacher demonstrates key behaviors to implement this child-centered approach: Make children the center of learning because, as Montessori said, “The teacher’s task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child” (Dr. Montessori's Own Handbook). Encourage children to learn by providing freedom for them in the prepared environment. Observe children so as to prepare the best possible environment, recognizing sensitive periods and diverting inappropriate behavior to meaningful tasks. Prepare the learning environment by ensuring that learning materials are provided in an orderly format and the materials provide for appropriate experiences for all the children. Respect each child and model ongoing respect for all children and their work. Introduce learning materials, demonstrate learning materials, and support children’s learning. The teacher introduces learning materials after observing each child (Morrison 2018).

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter deals with the research methodology of the study which includes research design, data source, sample and sampling techniques, data gathering instruments and method of data analysis.

3.1. Research Design

The main purpose of this study was to assess the practices and challenges of the kindergarten education at wereda 12 of Bole sub-city of A.A City Administration Education bureau. To investigate the practices and challenges faced in pre-primary education the researcher used both quantitative (questionnaire for teachers, principals and parents) and qualitative (interview, document analysis and observation) research method in this survey research design. Simple random sampling and purposive sampling techniques were used to select a sample population for the study.

3.2. Data Sources

Primary and Secondary data were used in conducting this study. The primary data was collected from kindergartens' principals and teachers, woreda and sub city administrative in wereda 12 of Bole sub-city of A.A city administration through questionnaire. Secondary data were collected from the office reports, related books, journals, research papers and web-site.

3.3. Sampling and Sampling Technique

The total populations of this study were twenty two kindergartens found in wereda 12 of Bole sub-city of A.A city administration education bureau. Because of financial and time constraints the study did not consider all the kindergartens as target for data collection. The researcher used a sample to undertake the research. In order investigate the practice and challenges of kindergartens in the wereda. There are 192 teachers within twenty two kindergarten schools in the woreda. Eleven of them were selected as a sample of the study. Therefore, the study was conducted in 50 % of the schools in the woreda. 53.6 % of the population was taken as a sample

from 3 clusters using simple random sampling method. Accordingly, 3 teachers, and 1 principal and 2 parents were used as a source data from each sample kindergarten. In order to get informants, purposive sampling was used. Thus, two woreda education experts and one sub-city education office expert were selected for interview. They were selected because of their duties and responsibilities in the area. Cluster sampling technique was found appropriate to this study.

3.4. Data Gathering Instruments

In this study, the data gathering instruments used were questionnaire, observation and interview. The questionnaire was designed on the basis of policy guidelines of pre-primary education. It focused on the main factors which have direct implication on preprimary education operations. The questionnaires were consisted of two parts. The first part, focused on some personal information of the respondents like sex, age, educational level, years of service as teacher in the kindergartens. Part two contained close and open-ended questions. The close-ended questions were related to Major themes which include, learning environment, outdoor play equipment, curriculum implementation, teachers' and assistance teachers' perspective, teaching and learning methodology, relationship with parents and communities, administrative supports, assessment and management aspects of kindergartens.

The open ended questions consisted of items about respondents' comments, suggestions or recommendations for further improvement in the future. The questionnaires were translated into Amharic language so as to alleviate any unnecessary complication in translation and responding to the items. Interview was conducted with woreda and Sub City education officers to gather information about the administrative support systems they conduct to kindergartens and strategic policy issue. Observation was also conducted using checklist.

3.5. Data Collection Procedure

Pilot test was conducted by distributing questionnaires for one principal & two teachers of kindergarten to identify, whether the questionnaire was easily understandable as well as if there any vague and confusing questions in the questionnaire. By making the given corrections, final copies of the questionnaire were printed. To get the cooperation and easily administer the instruments, the researcher contacted the respondents of the study in person. Data also collected by the prepared observation checklist and interview questions.

3.6. Method of Data Analysis

Descriptive statistics were applied to analyze the demographic characteristics of the participants and ownership of kindergartens. The data generated in the mentioned instruments were presented in two ways. The first form of presentation was placing of response, mostly in percentage in table form. This includes items on Questionnaires and observation checklists. The other form of presentation was a discussion of the findings from either instrument or common analysis sometimes supported by theoretical arguments. Percentages were used in places where there were specific alternatives.

In alternative type response and a space was given for additional comment. They were used as bases for further problem questions, additional comments were shown in the discussion. Frequency of responses in the tables represent how many times a particular response appeared in different questions. They also sometimes could correspond to the number of people who responded to the particular question under discussion. There were occasions that a teacher gave more than one response to the choice questions and open ended questions. In such cases the frequency shows the range and diversity of opinions voiced by the respondents.

CHAPTER FOUR

4. Data presentation, analysis and discussion

This chapter deals with presentation, analysis and discussion of data collected through questionnaires, observations, interviews and document analysis. It consists of respondent characteristics, analysis of the major factors that have direct impact on teaching learning practices and challenges of pre-primary education in wereda 12 of Bole sub-city of A.A city administration. The data collected through questionnaires from the teachers and parents were presented in tables for each case, and analyzed using percentage followed by relevant discussions. Besides, qualitative data obtained through observations using checklists and interview guides were used to supplement and explain qualitative data whenever necessary.

4.1 Response Rate and Respondent Characteristics

Table 1: Teachers' Characteristics

Sex	Item	Frequency	Percent
	Male	0	0%
	Female	33	100%
	Total	33	100%
Age	20 to 25 years	5	15.1%
	26 to 30 years	20	60.6%
	32 to 37 years	8	24.2%
	42and above	0	0%
	Total	33	100%
Educational background	Certificate	19	57.6%
	Diploma	9	27.3%
	First degree	5	15.1%
	Masters	0	0%
	Total	100	100%
Experience	0-5 years	23	69.7%
	6-10 years	8	24.2%
	More than 10years	2	6.6%
	Total	33	100%

The first item in Table 1.Indicates that all of the 33 (100%) teachers were female.This shows that the proportion is in line with the standard of pre primary education which shows that are preferable to be female. The second item in table 1 indicates that significant number of 20 (60.6%) the teachers age were in the range of twenty six to thirty years. While 8 (24.2%) were between thirty two to thirty seven. The remaining 5(15.1%) of teachers were in the range of twenty to twenty five years. No respondents (0 %) were above forty two and years. This implies that majority of the respondents (teachers) were young and in their productive age. As presented in table 1, most of the teachers 19 (57.6 %) have certificate where as 9 (27.3%), and 5 (15.1%) have diploma and first degree respectively. No respondents (0%) have masters. This means the educational level of the majority of participants is not standardized yet when compared with the minimum standard of MOE which states that the minimum standard of pre-school teacher’s education level is a complete diploma in preprimary education.

The respondents work experience in table 1 shows that 23 (69.7%)of teachers were with zero to five years experience in preprimary education, while 8 (24.2%) and 2(6.6%) of the respondents were experienced six to ten and more than ten years respectively. This shows respondents with six year and above experience were lesser than those zero up to five and thus most of the teachers were developing experience to deliver the required child nurturing and development.

Table 2. Ownership of kindergarten

Ownership of KG	Frequency	Percent
Government	2	18.2
Private	7	63.6
Faith base	2	18.2
Community	0	0
Others	0	0
Total	11	100

The other variable that the respondents are asked was the ownership of kindergartens as shown on table 2. Thus 7 (63.6%) Of the total sample kindergartens were Private owned which covers the large part of ownership, the government and faith based kindergarten, each were 2 (18.2%) part of ownership. This shows, the research includes all kinds of kindergartens (KGS owned by government, faith based and private sector). The table also shows that most of the schools in the woreda were owned by the private sector. This in turn implies that the government provides a wide range of opportunity to the private investment sector in expanding kindergarten school coverage so as to facilitate children to have schools near home.

Table 3 kindergarten indicators in Addis Ababa city Administration

Indicators	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Number of schools	1057	1085	1108	1172	
Total enrolment	138507	147453	158723	164072	172716
Number of teachers	7309	7410	7650	10441	9910
% of qualified teachers	100%	100%	100%	100%	100%
% of female teachers	88.74%	88.76%	97.16%	98.5%	96.72%
teacher Pupil ratio	1:19	1:20	1:21	1:15	1:17
section Pupil ratio	1:27	1:20	1:19	1:31	1:23

Table 3 shows the kindergarten indicators in Addis city administration from 2012/2013-2016/2017. Number of kindergarten schools shows increasing. Children enrolment increased by a number 34,209 within the five years. Teachers' qualification in all years were 100% In particular. The teacher pupil and section pupil ratios show fluctuations from year to year. However the ratios recorded were best fit to the standards of MOE which states the minimum teacher pupil and teacher section ratios for kindergarten are 1:40. As the data in the tables shows the number of female teachers cover the large number with year to year increment compared with male teachers. This also proves the minimum standard of MOE which states teachers for prep-primary schools are preferred to be female.

Table 4. Preprimary education indicators and kindergartens enrolment at woreda level

Indicators	Woreda total		
	2016/2017	2017/2018	2018/2019
Number of schools	18	19	22
Total enrolment	2957	3006	3377
Number of teachers	146	157	192
% of qualified teachers	100	100	100
% of female teachers	95	96.8	96.3
teacher Pupil ratio	1:20	1:19	1:18
section Pupil ratio	1:36	1:34	1:30

Source : 2016/2017-2018/2019 school report cards / bole sub-city woreda 12 education office/

As the above table shows in the indicators listed, the number of kindergarten schools are increasing so as to ensure the preprimary school coverage in the woreda, the children enrolment shows increment from year to year which in turn imply children in need of preprimary education are becoming included through time, the number of teachers are also increasing keeping female teachers' percentage increasing, teacher pupil and section pupil ratios are also better improving from year to year.

4.2 Major challenges in kindergarten schools

Teachers were asked about major challenges that preschools face. Woreda and sub city expertise were also asked what major problems do kindergarten schools face an what a recommended solutions they have in solving the problems. The data collected are analyzed below

Table 5.major challenges in practices of kindergarten education

Items	Frequency	Percent
Inadequate indoor outdoor materials	5	15.1
Lack/shortage of trained teachers	7	21.2
Problems with the curriculum	3	9.1
Inadequate government support	13	39.4
Weak/ lack of community participation	5	15.1
Total	33	100

15.1% Respondents replied as inadequate indoor outdoor materials are major challenges in practices of kindergarten education. 21.2 respondents were respond shortage of trained teachers is a major challenge in the practices of kindergarten education. Data collected through interview from private school principals shows that there is scarcity of preschool education trained manpower in the market and they are suffering from such challenges. They also recommend that the government should provide training opportunities in a wide range. Teachers those reply as there are problems with the curriculum provided for kindergarten education were counted 9.1% of the total respondents. Woreda and sub-city kindergarten education expertise also prove in their interview the curriculum by itself do not fit with the actual situations of the environment. Thus they elaborate a number of findings in this regard, such as the kindergarten schools need and the government response to fulfill their demand do not correspond which directly diverge to proper curriculum implementations. 39.4% of respondents replied as inadequate government support is major challenge which hinders the effectiveness of practices of preschool education.

In addition to this government school principals proved, that b/c their school is dependent of budget with primary school, decision making is also affected by the lack of self administering problems. Even no adequate budget is allocated.

They also confirm that government kindergartens are with a number of problems those are beyond the capacity of the school administration, such as unqualified and shortage of buildings, insufficient training opportunities for teachers, complicated bureaucracies in recruiting teachers, improper budget allocations and so on. 15.1% of respondents choose lack of community participation as major challenge for kindergarten education practice.

Interview data from sub city and woreda expertise shows that because of lack of awareness of parents about kindergarten education holds the active and effective community school communication back. They imply also as it is important to provide awareness creation systems to the community. From the data analyzed, it is clear to understand that the government needs to give a great emphasis in improving kindergarten education in both government and nongovernment preschools.

4.3 kindergarten Determinant Factors in pre-primary school

4.3.1 Physical environment of pre-primary school

To enhance children’s learning and development, physical environment of preprimary schools should be conducive in every aspect. It should be safe, suitable, appropriately designed and basic facilities like sanitation facilities; pure water supply and well prepared rest rooms, classrooms should be available.

Table 6. Appropriateness of the school in its physical environment

Item	Response	Appropriateness of the items											total	%
		1	2	3	4	5	6	7	8	9	10	11		
Constructed for school purpose	Adequate	√		√		√				√	√	√	6	54.5%
	Inadequate		√		√		√	√	√				5	45.4%
Not far from children home	Adequate	√	√		√	√	√	√	√	√	√	√	10	90.9%
	Inadequate			√									1	9%
The school environment is traffic free	Adequate	√	√	√	√	√	√	√	√	√	√	√	11	100%
	Inadequate												0	0%
Free from external noise disturbances	Adequate	√	√	√		√	√	√	√	√	√	√	10	90.9%
	Inadequate				√								1	9%
Health centers are available around the school	Adequate	√	√		√	√	√	√	√	√	√	√	10	90.9%
	Inadequate			√									1	9%
School environment is safe from any disturbing factors and easy for pure water supply	Adequate	√	√			√	√	√	√	√	√	√	8	72.7%
	Inadequate			√	√								2	18.2%

As it is illustrated in the above eleven research focus kindergarten schools show a variety of indicator accomplishments. Thus in the first item only 54.5% of schools were built for the purpose of school. This shows 45.4% of schools began their work of teaching in kindergarten education in houses built for residence and other purposes. This strongly affects the works of enhancing kindergarten education. In most of the sample private kindergarten schools the classrooms and school compounds are not enough wide which mostly hinder children's free movement. The second item deals with the distance the schools have from children's residence. As the table shows only one school tend to be far from villages where children come from. It is clearly set in kindergarten education standards MOE that schools should be near to children's home. One of the criteria set on kindergarten education standards for kindergarten schools to be safe for children is traffic free school environment. As table 6 shows all schools (100%) are traffic free. Kindergarten schools should be noise disturbance free.

Data on the above table shows one school (9%) of the sample kindergarten schools is not noise disturbance free. As the data on table 6 shows 90.9% of the sample schools are situated where health centers are available. Health centers are needed to be around kindergarten schools in kindergarten education standards. From the table above, only one school (9%) is far from health centers. Kindergarten schools should be free from any disturbance and environmental pollutions. This directly has an influence on children wellbeing. 72.7% of the sample kindergarten schools are free from different disturbing factors. The rest 27.3 % were in risks with disturbing factors. School principals from private kindergarten schools in particular through interview proved that the government needs to provide opportunities for private sectors in kindergarten education so as to situate a better physical.

Interview response from government principals and woreda experts show that the government emphasis is more in increasing the enrolment of children to preschools with disgusting situations than facilitating appropriate preschool environments before all. This of course tend to the malfunctioning of kindergarten education practices.

4.3.2 learning Environment of Pre-primary School

The second factor which is used to assess the situation of kindergarten education is learning environment. The environment in this sense refers to a center where children play, experiment and create a suitable, healthy and respectful communication. Children are engaged in this environment to build appropriate social behavior and correct use of language to facilitate positive interaction between their peers and teachers. When learning environment is convenient to children they can talk through conflicts and express their feeling confidently to reach an agreement. Therefore, learning environment is a determinant factor for effective kindergarten's practice.

4.3.2.1 Indoor and outdoor play Equipment for pre-primary school

to make pre primary education environment complete for encouraging children's competence and independent exploration of their learning through purposeful play, outdoor and indoor equipments have to be designed and organized to engage every child in quality experiences. When playing materials and equipment are sufficient in number and organized appropriately, the kindergarten' program implementation has to be enhanced and be effective. Teachers can make the materials meaningful to the children through exploring the shape and usage of the materials by ordering simple to complex. Materials motivate children and educators to examine their own attitudes and behavior to comprehend their duties, responsibilities, rights and privileges in society.

Therefore materials have to be appropriate to children's age, emotional, intellectual, and social development and be relevant to preschool's curriculum policy and program based on the standards and recreational needs of children. In the sample kindergarten schools while the researcher collects data through observation, the adequacy of the indoor and outdoor materials were recorded well. Thus table 7 and table 8 below illustrates the appropriateness of kindergartens physical environment indoor material.

4.3.2.1.1. Indoor materials and equipment organization

Kindergarten children learn through hands-on interaction with materials. Additionally, the environment contributes to their learning. Therefore, if children are learning about concepts that naturally occur outside, they need to learn these concepts through active exploration, using as many senses as possible. Young children do not have the ability to think about the world in an abstract way; they need concrete examples of what is being taught. As they imitate what goes on around them, they begin to understand how things work and what things are for. Initially this is a process of trial and error. However, with time and repetition they use new information to increase their understanding of the world around them.

Table 7. Indoor materials and equipment organization

Item	Response	Availability of materials											Total	%
		1	2	3	4	5	6	7	8	9	10	11		
The classroom space provides an orderly arrangement of well-defined work area	Adequate	√		√		√		√		√	√	√	7	63.6%
	Inadequate		√		√		√		√				4	36.4%
The centers are well equipped with necessary materials and equipment according to specific purpose	Adequate	√		√		√		√				√	5	45.4
	Inadequate		√		√		√		√	√	√		6	54.5%
Wall and decorations are all suitable	Adequate	√		√	√	√		√				√	6	54.5%
	Inadequate		√				√		√	√	√		5	45.4%
Children's books, toys and work are displayed at child eyelevel	Adequate	√		√		√		√				√	5	45.4%
	Inadequate		√		√		√		√	√	√		6	54.5%
The equipment are accessible, easy to use and invite self-servicing approach	Adequate	√		√		√		√				√	5	45.4%
	Inadequate		√		√		√		√	√	√		6	54.5%
Tables, chairs/ benches and shelves are all child-sized and comfortable to use	Adequate	√		√	√	√	√	√	√	√	√	√	10	90.9%
	Inadequate		√										1	9%
The class room is clean, pleasant and stimulating	Adequate	√		√		√	√	√	√	√	√	√	9	81.8%
	Inadequate		√		√								2	18.2%
Arrangement of variety of corners	Adequate			√				√				√	3	27.3%
	Inadequate	√	√		√	√	√		√	√	√		8	72.7%
Construction materials (blocks, building sets, etc)	Adequate	√		√	√	√		√	√	√	√	√	9	81.8%
	Inadequate		√				√						2	18.2%
Self-expressive materials (toy, musical inst .dress up cloths, dolls etc. . .)	Adequate	√	√	√	√	√	√	√				√	8	72.7%
	Inadequate								√	√	√		3	27.3%
Exploratory materials (puzzles, matching games, play card)	Adequate			√		√	√	√				√	5	45.4%
	Inadequate	√	√		√				√	√	√		6	54.5%

As it is shown on the above table, 45.4% of observed kindergarten schools show adequacy in elements; Children's books, toys and work are displayed at child eyelevel, the centers are well equipped with necessary materials and equipment according to specific purpose, The equipment are accessible, easy to use and invite self-servicing approach, Exploratory materials (puzzles, matching games, play card). 63.6% schools show adequacy in an item where classroom space provides an orderly arrangement of well-defined work area. 81.8% schools were appropriate for the item where The class room is clean, pleasant and stimulating and Construction materials (blocks, building sets, etc).

Tables, chairs/ benches and shelves are all child-sized and comfortable to use in the 90.9% of observed schools. Arrangements of variety of corners were seen in 27.3% of observed kindergarten schools. In 54.5% observed schools suitable wall and decorations were seen. Self-expressive materials (toy, musical inst .dress up cloths, dolls etc. . .) were observed in 72.7% of kindergarten schools. In addition to the observation checklist school principals through interview were said that, because of inadequate indoor spaces, organizing indoor materials in the class rooms become difficult and putting the materials in store rooms preferred instead so as to bring to the classrooms when needed.

This hinders the appropriate functioning of the materials and children may not be able to use them properly. This in turn highly affects the targets of kindergarten schools by hindering the holistic development of children.

4.3.2.1.2. Outdoor space and equipment organization

Without considering outdoor organization no preschool education operates its complete function. Thus, an observation was conducted using an Outdoor space and equipment organization checklist. The data gathered are analyzed in a table below.

Table 8.Outdoor space and equipment organization

Item	Response	Availability of materials										total	%	
		1	2	3	4	5	6	7	8	9	10			11
Adequate outdoor space is provided per child	Adequate	√		√				√	√	√	√	√	7	63.6%
	Inadequate		√		√	√	√						4	36.4%
The playground safety and security	Adequate	√		√				√	√	√	√	√	7	63.6%
	Inadequate		√		√	√	√						4	36.4%
The supply of play materials and equipment provide sufficient opportunity for play	Adequate	√		√		√		√	√	√	√	√	8	72.7%
	Inadequate		√		√		√						3	27,3
Play materials and equipment and selected to suit children’s developmental level	Adequate	√		√				√	√	√	√	√	7	63.6
	Inadequate		√		√	√	√						4	36.4
The arrangement of play materials and equipment enhance children cooperative play activities	Adequate	√		√				√	√	√	√	√	7	63.6%
	Inadequate		√		√	√	√						4	36.4%
The compound is appropriate for special need children	Adequate											√	1	9%
	Inadequate	√	√	√	√	√	√	√	√	√	√		10	90.9%

As the data on the above table show, the record in items; Adequate outdoor space is provided per child, The playground safety and security, Play materials and equipment and selected to suit children’s developmental level, The arrangement of play materials and equipment enhance children cooperative play activities was similar that is 63.6%. The supply of play materials and equipment provide sufficient opportunity for play was recorded 72.7%, and only 9% of kindergarten schools were with appropriate school compound. Thus from the data analyzed kindergarten schools still have gaps in providing appropriate outdoor space and equipments, which negatively affect the proper implementation of kindergarten education practices. From the observation conducted, less outdoor equipment organizations were observed in Government kindergartens in particular. This shows the government should strictly work in keeping licensing kindergartens in all ownerships with what they should fulfill from the beginning and need to manage the proper functioning of kindergarten education practices.

4.3.3 Teaching learning materials

In order to determine the degree of teaching learning materials utilize by the teachers, respondents were asked to what extent they use teaching learning materials. They were given options high medium, and low) from which to decide. The results are summarized in Table 11 below.

Table 9. Utilization of teaching learning materials

Item	NR	%
High	15	45.4
Medium	18	54.5
Low	0	0
Total	33	100

As indicated in table 11, 45.4% teachers respond as they use teaching learning materials to a highest degree. Whereas 54.5% respondents respond as they use teaching learning materials to a medium degree. However no respondents choose the low degree of utilization of teaching learning materials. Here it can be said that teachers use various teaching aids besides textbooks to stimulate student's interest and demonstrate how things work. Children can become bored sitting in a classroom for hours. Teaching learning materials can provide a welcome break for children who have been sitting for awhile and listening to a teacher explanation in front of the room.

4.3.4 Teaching learning methodology

In pre-primary school education, the teaching learning methodology has to be child centered. Hence, children's active participation is crucial to the effectiveness of learning. Here the roles of teachers are facilitating, providing information, assessing children's learning and so on. Respondents were asked to choose the most commonly used methods in the kindergarten to effectively implement the kindergarten curriculum. List of teaching methods were provided and they were allowed to choose one or more commonly used methods. The results were illustrated in table 12 below.

Table 10. commonly used teaching methods in kindergarten

Items	Frequency	Percent
Explanation	3	27.3
Play based explanation	5	15.1
Individual play learning	6	18.2
Group play learning	7	21.2
Discussion	2	6.1
Question and Answer	4	12.1
Learning by doing	3	27.3
Field trip	1	3
All teaching methods	2	6.1
Total	33	100

As the above table shows, discussion and field trip are the least used teaching methods that 6.1 and 3 percent of respondents choose as their common teaching methods respectively. Learning by doing and explanation are methods used in most of the respondents, i.e 27% respond as their common teaching methods. Other methods on the table however selected by almost closure rates as common teaching methods. This implies that teaching methodologies in kindergarten education guidelines are almost in practices.

Hence, teachers in this regard show better practicing the teaching methodologies in preprimary schools. In addition with questions for teachers, an observation of classroom instructions was also conducted. The frequency of each items are listed in a table below.

Table 11.classroom instruction and children encouragement

No	Observation Items	frequency	Percent
1	A well prepared /planned/ and weekly program schedule	11	100
2	Use a variety of instructional methods (- Play-based instruction ; independent activities; group activities; Discussion ; Illustrating stories)	9	81.8
3	Encourage the child to secure materials to make choices among a variety of materials	7	63.6
4	Encourage to take care of books of display them carefully on shelf	10	90.9
5	Provide opportunities to choose activities	5	45.4
6	Allow children to talk the lead, do less telling and more asking	10	90.9
7	Asking questions and assessing children’s progress	11	100
8	Encourages and support special need children	6	54.5
9	Children move freely and safely from place to place /for both indoor and outdoor spaces/	3	27.3
10	Teachers behave kindness, patience, and ethical	11	100
11	children are treated well by their caregivers	4	36.4

As table 11 shows, all teachers (100%) show kindness, patience, ethics, prepare and practice appropriate lesson planning, ask questions and assess children’s progress. 90.9% teachers allow children to talk the lead, do less telling and more asking and encourage taking care of books of display them carefully on shelf. 81.8% of teachers use a variety of instructional methods. 63.6% of teachers encourage the child to secure materials to make choices among a variety of materials.54.5 % teachers encourage and support special need children, which is one of the essential elements in appropriate learning environment. 27.3% of teachers and situations allow children move freely and safely from place to place /for both indoor and outdoor spaces/.

In the rest 72.7% of the sample observations however children are hindered from free and safe movements around. This is mainly because the classrooms and school environment are not wide enough, thus children are limited to stay around specific spaces. Table 12 shows also 36.4 % children are treated well by their caregivers, whereas 63.6 % of children lack a good care by caregivers. This is because the schools those belong to 63.6% are with scarce of adequate number of caregivers. It is clear that, when the number of caregivers is lower than the standard; children tend to lose their wellbeing.

4.2.5 Curriculum in pre-primary school

Curriculum is a goal targeted for acquiring knowledge and skills to children and it is also a plan for learning experiences through which knowledge and skill will be achieved. It is also a guide for early education program to lead by understanding how children's goals for learning are framed within the context of learning standards and make parallel planning of activities and design of environment to stimulate children's learning across content areas of all aspects in holistic development of children.

Table 12. Availability of books

Books available/used	Frequency	Percent
Curriculum guide	5	15.1
Text books prepared /MOE published	0	0
Books prepared /published by the school	2	6.1
Teachers guide	11	33.3
Syllabus	10	30.3
Other supplementary	5	15.1

As shown in table 12, 33.3% of respondents replied as they use teachers' guide for teaching purpose. 30.3% teachers respond as they use syllabus for teaching functions. 15.1% of respondents replied as they use curriculum guide and other supplementary as a text book. 6.1% teachers respond that they use text books prepared by the school. No respondents replied as they use MOE published text books. This implies that the government emphasis in providing unified system of text book usage in kindergarten schools is very low.

The data in table 12 shows that there is no comparable text book usage in all kindergarten schools. This mainly leads to the way teachers provide lessons to be different from school to school which negatively affect kindergarten curriculum practices. The table also shows that kindergarten schools prepare their own text books which are against proper implementation of kindergarten curriculum practices.

4.2.6. Health and Nutrition

Health and nutrition is a profound overall wellness. Adequate nutrition, social emotional well-being, and physical activities are all parts of a comprehensive in early education program. They have direct impact to social, emotional and cognitive development. Therefore health and nutrition have a major contribution in children’s learning and development in all aspects.

Table 13. health and nutrition of kindergarten schools

Item	Response	Availability of materials											total	%
		1	2	3	4	5	6	7	8	9	10	11		
Neatness and adequacy of Latrine and hand wash taps	Adequate	√			√	√	√	√	√	√	√	√	9	81.8%
	Inadequate		√	√									2	18.2%
Clean drinking water supply with standard	Adequate	√			√	√	√	√	√	√	√	√	9	81.8%
	Inadequate		√	√									2	18.2%
A well prepared first aid room / standardized/	Adequate	√			√	√		√	√	√	√	√	7	63.6%
	Inadequate		√	√			√						4	36.4%
Children rest rooms with adequate and clean sleeping materials	Adequate	√				√	√	√	√	√	√	√	8	72.7
	Inadequate		√	√	√								3	27.3%
Clean and adequate dining rooms	Adequate	√				√		√	√	√	√	√	7	63.6%
	Inadequate		√	√	√		√						4	36.4%
Adequate sanitary materials such as soft papers, child sized soaps...	Adequate	√			√	√	√	√	√	√	√	√	9	81.8%
	Inadequate		√	√									2	18.2%

Table 13 survey result shows kindergarten schools health and nutrition. As it is shown in the above observation checklist, 81.8% of kindergarten schools demonstrate the availability of neat and adequate latrine, hand wash taps, clean drinking water supply, adequate sanitary materials health centers. The availability of restrooms with adequate and clean sleeping materials was demonstrated in 72.7% of the kindergartens. 63.6% of kindergartens were recorded with the accessibility of well organized first aid rooms and clean, adequate dining rooms as well. This implies that kindergartens lack fulfillment with regard to children health care and nutrition. Inadequate dining rooms and first aid rooms were demonstrated in 36.4% kindergartens which imply children are in risk of health problems in relation with unclean and suffocated dining rooms and lack first aids if injured. This insures that the government should give an emphasis on health and nutrition cases of kindergarten schools while licensing and supervising. It is important to realize regular health check-up for teachers and caregivers as well as children by the help of health workers.

4.2.7. Relation with parents and community

In pre-primary school education parents' co-operation and support are very important for institutional improvements and their children development. The collaboration between teachers and families create better understanding of children's need and enhance their healthy development. The interaction between community and pre-school society provides meaningful learning that draws on the children's experience to enhance educational out comes. Hence family, school and society are the mainly influencer of education.

Table 14. Parent school communication

Item	NR	%
High	24	72.7
Medium	9	27.3
Low	0	0
Total	33	100

Table 14 illustrates teachers' response on parent school communication effectiveness. Thus 72.7 % of respondents replied as there is high level of parent school communication whereas 27.3% respondents respond that there is a medium parent school communication.-how ever no respondents replied as parent school communication is at low level. As it is shown in the table data parents are closure to kindergartens which is essential in follow up the changes and significant progresses of their children which intern helps to the pre-schools to achieve their goals towards didactic development of children.

4.2.8 The effectiveness of parent school communication

Parental involvement has been to be an important predictor of educational achievement in the general population. Parents can be involved by participating in the day to day activities of the program or through involvement in the child's kindergarten year will have positive benefits for child and family. Teachers were asked if there is effective parent school communication in case of their school. The results are illustrated below on table Z.

Table 15.the effectiveness of parent school communication

Is there effective communication between the school and parents?	NR	%
Yes	27	81.8
No	6	18.2
Total	33	100

As shown on the above table 81.8% of teachers respond as there is effective communication between parents and their school. The rest 18.2% of respondents replied that there is no effective communication between the school and parent. This implies that there is still a gap in making remarkable interaction between kindergartens and parents. This hinders the holistic development of children which is expected to be achieved.

4.2.7.1 Parent school communication

Parents of children in the sample were used as source of data. One of the questions provided for parents was to choose means of communications they have with the kindergarten schools. Parents were asked what learning methods they choose for their children to attain at school, preference they have about their children education, What time and how they meet with teachers ,their believes on the significance of their participation on kindergarten education, and The Ways to which they participate in kindergarten education. Responses given are analyzed below on table 18.

Table 16. Parent school communication

Description	Frequency	Percent
1. Means of communication between parents and school		
Telephone	4	18.2
Letter	1	4.5
Face to face	3	15.1
Communication book	14	63.6
Other	0	0
2. Parents' preference about their children education		
Focus on learning by playing	4	18.2%
Focus on identifying numbers and letters	16	72.7%
Focus on how children try to describe their interest	2	9.1%
3. What time and how parents meet with teachers		
While bringing children to school	12	54.5
During meetings	7	31.8
While children injure	2	9.1
Self initiation	1	4.5
4. Parents believes on the significance of their participation on kindergarten education		
Yes	22	100
no	0	0
5. Ways to which parents participate in kindergarten education		
Fulfilling children school need	16	72.7
Participate in school concerns	4	18.2
Conducting Follow ups on children progress	2	9.1
Other	0	0

As the table above show 63.6% of the requested parents respond as they use communication books as a major means of communication with kindergarten schools. Parents those make communication mainly face to face are 15.5 and those using telephone counted 18.2% while 4.5 % of respondents communicate with schools through letter. This shows most parents prefer to exchange information about their children in writing on paper books which is less effective than the face to face communications.

As the data on the above table shows 72.7% of parents respond as they want their children to focus on identifying numbers and letters. 9% respondents reply as they choose a methodology which allows children to describe their interest. Parents those need learning by playing. The respond indicates that majority of the parents send their children to kindergarten to learn subjects formally not through play. The other question provided for parents was what time and how they meet teachers. The items listed to be selected helps to determine whether parents give emphasis and closely attend the progress of their children or not. The data on the table also clear that 54.5% of respondents come to school for the purpose of bringing children to school. 31.8 % respondents come to school while they are invited for meetings. 9.1 % of parents respond that they come to school while an injury happened to their children. Only 4.5 % of respondents replied as they come to school by their own initiation.

The data with this regard shows that most parents do have communication with schools with various ways however to a lesser extent of effective communication. The above table data shows that all parents respond that they believe the significance of their participation in kindergarten education. This in turn has a positive influence on parents in motivating them to have good communication with the preschools and encouraging their children. The data on the above table also illustrates that 72.7 % of parents respond as they participate in kindergarten education mainly in fulfilling children needs, while 18.2% of parents respond as they participate in school concerns. Only 9.1 % respondents imply they conduct follow up on children progress. This imply that most parents give attention in supporting children with material fulfillment and they missed their duty in terms of follow up children's changes and invest more technical supports deliberately which is one of the key elements for children's holistic development.

4.2.8. Assessment in pre primary education

Since learning is active in kindergarten the assessing process is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities. The frequent, well planned, and well organized assessment provides important information to the teachers to assist each child in progressing towards meeting the kindergarten curriculum outcomes. Assessment information is also helpful to follow changes in the characteristics of children over time and to provide data that can be used to evaluate programs.

In this regard teachers were asked in an open ended question that what types of assessment methods they use to evaluate children. They replied as they ask questions orally after explanation, let the children to speak what they learn, let the children to show what they learn in practice which mostly is play based, assessing activities given as a home work and class work which are mainly test children skill of identifying words, letters, numbers, writing, and reading.

4.2.9. Preschool administration

Managing the kindergartens means making the current situation suitable for children learning and development that might lead them to the right future. Effective managing system in preschool education contributes to sustaining quality relationships and creates convenient environment practices that facilitate children's learning and development. Kindergarten education management is engaged in promoting positive organizational culture and builds a professional learning community, establishing clear goal and expectations curriculum for teaching and learning process may help for the success and the continuity of education.

The study has tried to identify what major do kindergarten schools face in terms of administrative issues. Thus data were collected from teachers through a close ended question and from woreda and sub city expertise through interview questions. The questionnaire data collected were analyzed in percents while the interview findings discussed in narration.

Table 17. Substantial administrative supports for teachers

Do you have a consequential supports from the school administrative?	NR	%
Yes	29	87.9
No	4	12.1
Total	33	100

As it is clearly seen on the above table, 87.9 % of teachers respond that the school administration gives them a significant supports. While 12.1% of respondents replied as school administration does not address them with consequential supports. This implies most kindergarten school administrative conduct consequential support for teachers but some others still need to improve their contact with teachers.

Table 18. The extent to which problems are solved

To what extent do the identified problems get the solutions?	NR	%
Immediately	10	30.3
Delayed	17	51.5
No solutions	6	18.2
Total	33	100

The table above shows that 51.5 % of teachers respond that problems identified in their school have delayed. 30.3% of teachers respond as problems solved immediately. The rest 18.2% respondents imply problems do not solved totally. From the data analyzed it is clear to understand that only few kindergartens solve their problems instantly. Whereas most kindergartens need to have an advanced management systems in order to develop their problem solving capabilities. Woreda experts and school principals replied through interview that preprimary education faced administrative and coordination problems so they do not have strong decision making body like a board of directors for administering kindergartens. They also said that the government was not adopted the policy guideline for pre-primary school administrators' roles which includes the standard about their responsibility in self administering systems.

4.2.9.1 Capacity building for teachers

Kindergarten schools administrations are responsible for close follow up, supervision, and providing supporting for school teachers. Thus providing professional development trainings for teachers is one of the capacity building methods teachers were asked whether they have the opportunity to attend trainings in their school. The following data analysis shows what degree of kindergarten teaches' capacity buildings are available.

Table 19.kindergarten education training

Have you got the kindergarten education training?	NR	%
Yes	11	33.3
No	22	66.7
Total	33	100

As the data on the above table show, only 33.3 % teachers have got kindergarten education training, whereas 66.7% do not. This implies the government should give an emphasis on accessing preschool education training. Teachers those do not have kindergarten education training are in question of bringing the expected outcomes from the program. This led to be one of the challenges in practice of kindergarten education.

Table 20.Effects of trainings

Do you believe the training you got supports you to have active engagement in all activities?	NR	%
Yes	33	100
No	0	0
Total	33	100

The question above was asked for teachers those have got kindergarten education training. All respondents replied as the training they got helps to be active in all activities. This show getting the appropriate training makes teachers efficient in carrying out the tasks to be done by a kindergarten teacher.

Table 21. Continuous professional development trainings

Do You have the opportunities for continuous professional development trainings?	NR	%
Yes	15	45.4
No	18	54.5
Total	33	100

The above table illustrates that 45.4% of teachers have the opportunities for continuous professional development training whereas 54.5% lack such trainings. This implies that most kindergarten schools have gaps in providing continuous professional development trainings which need to be available.

4.2.10. Human resource

Human resource of kindergarten is a key resource, that facilitate and implement every activities performed in the preschool. They can be KG administrators, coordinators, Teachers, Assistant teachers, guardian etc. data was collected through interview from school principals, woreda and sub-city expertise which was mainly point out the scarcity of preschool education trained teachers and care givers. It was also observed that inadequate caregivers were available in most of the kindergarten schools. Thus, the government needs to provide an adequate trained manpower in kindergarten education in order to tackle challenges with regard to human resource scarcity in preprimary schools.

Chapter Five

5. Summary, Conclusion and recommendations

This chapter deals with summary of the findings of the study, the conclusion and the recommended statements based on the findings.

5.1 Summary

The major purpose of the study was to investigate practices and challenges of pre-primary education in woreda 12 of Bole sub-city of A.A City Administration Education Bureau. In order to realize the purpose, the following questions were set as guide questions.

- 1) Are the preschool teaching materials and the campus premises appropriate and conducive for the level?)
- 2) To what extent is the preschool curriculum appropriate for children's overall development?
- 3) To what extent are kindergartens staffed with professional and required human resources?
- 4) How adequate is the supervisory and supporting system from both the government and parents concerned?

The study was carried out in eleven kindergartens from woreda 12 of Bole sub-city of A.A. City Administration Education Bureau. The subject of the study were 33 kindergarten teachers, eleven kindergarten principals, 22 children parents, two woreda kindergarten education expertise and one sub-city kindergarten education expertise. The data collected through questionnaires from teachers and parents were presented in tables for each case, and analyzed using percentage followed by relevant discussions. Besides, qualitative data obtained through observations using checklists and interview guides were used to supplement and explain qualitative data whenever necessary by summarizing the words of respondents and the result of observations. There were relevant discussions followed to reach at certain findings.

- Kindergartens administrators are strategic leaders which create a good relationship with internal and external bodies in every activities implementation. They work as a role model to create friendly environment and to assure children holistic development.
- Preprimary education faced administrative and coordination problems so they do not have strong decision making body like a board of directors for administering kindergartens. In addition to that the government was not adopted the policy guideline for pre-primary school administrators' roles which includes the standard about their responsibility in self administering systems.
- Most of the kindergarten schools have medium convenient physical and learning environment which have different indoor and outdoor playing equipment to enhance opportunity for the creativity of children learning in friendly manner. Some pre schools under this study lack efficiency in fulfilling indoor and outdoor materials.
- The methodology used in the teaching learning is child-centered involving purposeful play as a major element. It focuses on play based teaching learning methods.
- From the study the researcher identified challenges which may hinder Kindergartens' education like Shortages of trained man power and, Lack of teachers' training opportunity, parent's limited responsibility to care and develop their child, and the government insufficient support made negative impact on KGs education. The education office has no sufficient budget and manpower to support all kindergartens education. This enforced the office to give emphasis only to government owned KGs.
- Teachers use assessment methods those set in kindergarten guidelines.
- Most kindergarten school administrative conduct consequential support for teachers but some others still need to improve their contact with teachers.
- All parents respond that they believe the significance of their participation in kindergarten education.
- that most parents give attention in supporting children with material fulfillment and they missed their duty in terms of follow up children's changes and invest more technical supports deliberately which is one of the key elements for children's holistic development.

- There is still a gap in making remarkable interaction between kindergartens and parents. This hinders the holistic development of children which is expected to be achieved.
- In most kindergarten schools, appropriateness for special need children was at a very low level.
- The government provides a wide range of opportunity to the private investment sector in expanding kindergarten school coverage so as to facilitate children to have schools near home.
- The government emphasis is more in increasing the enrolment of children to preschools with disgusting situations than facilitating appropriate preschool environments before all. This of course tends to the malfunctioning of kindergarten education practices.
- No adequate numbers of caregivers, which expose children, tend to loss their wellbeing.

5.2 Conclusion

The finding shows that the kindergartens have medium convenient physical and learning environment which have different indoor and outdoor playing equipment to enhance opportunity for creative children learning. The kindergarten follow the curriculum guides which incorporated all developmental activities of children's mental, physical and social development that accommodate the needs of children. On the other hand, teachers and assistant teachers identified to use their potentials to enhance the development of children with providing necessary support and Continuous assessment practice focus on all aspects of children's development. The kindergarten used child-centered methodology which focuses on the appropriate care for reasonable physical strength, creating acceptable communication among children.

On the other hand, in this study Health and nutrition are also considered as major contributor to children's learning and development which were in line to MOE pre primary education guidelines. Pre-primary educations of the country have faced many problems the typical problems are: administrative and coordination problems, consequently they do not have strong decision making body like a board of directors to administering kindergartens, the government also not able to implement the detailed policy guideline for pre-primary school administrators' roles, shortages of trained man power, Lack of teachers' training opportunity, parent's limited responsibility, insufficient support from the government. The Kindergartens' also have materials and facility problem which includes unavailability of text and supplementary (story) books for KG, Shortage of input materials like teaching aid materials, inadequate playing space and playing equipment. At the same time they do not follow the guidelines and the standards set by the government.

5.3 Recommendations

The practices and challenges of preprimary education in woreda 12 of Bole sub-city of A.A city administration have been discussed. Therefore, from the preceding findings and conclusions, the following recommendations are suggested.

1. The kindergartens' teachers have to be motivated via regular and continuous training to improve their profession and their payments. The training and development programs should be designed in collaboration with those who work on children's care and every pre-primary institution. The program should consider the needs of children and parents, which is home-school co-operation activities, the good use of community resources by inviting professionals; such as preprimary education specialists, social workers and psychologists, to conduct parental education seminars; persuade and give support to teachers to take relevant training courses. Thus all teachers must be trained in kindergarten education which is the key element for proper kindergarten education practices.
2. Kindergartens administrators should be empowered through encouraging and focusing on preparing effective planning and evaluation process, developing statement of principles to guide all aspects of the preschools' operations, making committed personnel. the kindergartens administrator's operational manual details which includes the responsibilities, accountabilities, expected educational background and experience should be clearly identified and Preparing guidelines for establishing decision making bodies like executive management and board of directors. These may also help the kindergartens for institutional capacity building and enforce the educational institutes have to be governed by educated leaders.
3. The government in general, professionals in each level in particular should facilitate situations which help to develop awareness of the communities about the objective of the kindergarten program in collaboration with Ministry of communication.
4. The organization of classroom and outdoor spaces, materials and equipment, play an important part in helping children to acquire the skills and competencies associated with preschool provision. Therefore, the kindergartens need to provide age appropriate and well

organized indoor and outdoor materials to facilitate the children need. Sub city and woreda education office should keep responsibilities in running kindergarten education. Therefore it should strictly make sure that a minimal level of requirement in program faculties maintained in licensing for kindergarten education, in particular for government preprimary schools.

5. . The government needs to provide opportunities for private sectors in kindergarten education so as to situate a better physical environment.
6. The government should strictly work in keeping licensing kindergartens in all ownerships with what they should fulfill from the beginning and need to manage the proper functioning of kindergarten education practices.
7. As this study is very limited to come up with all critical problems being featured in the current kindergarten program implementation process, further and more in-depth study should be carried out on the same area to identify or provide possible answers to the other problems not covered in the study.

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