



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

**CHALLENGES OF IMPLEMENTING KINDERGARTEN**  
**EDUCATION CURRICULUM IN BOLE SUB CITY OF**  
**ADDIS ABABA**

***BY***  
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**December, 2020**  
**Addis Ababa University**

**CHALLENGES OF IMPLMENTING KINDERGARTEN  
EDUCATION CURRICULUM IN BOLE SUB CITY OF  
ADDIS ABABA**

A Master Thesis Submitted to the Department of Educational Planning and  
Management in Partial Fulfillment of the Requirements for the Degree of Masters of Arts  
(MA) in Educational Leadership and Management

BY  
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December, 2020  
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## **DECLARATION**

I, Mellese Petros Adosa, hereby declare that the study entitled "Challenges of Implementing Kindergarten Education Curriculum in Bole Sub City of Addis Ababa" is my original work and has not been presented for a degree in any other universities and that all sources of materials used for the study have been duly acknowledged.

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## APPROVAL

This thesis, *entitled "Challenges of Implementing Kindergarten Education Curriculum in Hole Sub City of Addis Ababa"*, has been submitted for examination with my approval as the University advisor.

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**Date of submission** \_\_\_\_\_

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## **Abbreviations**

|         |                                                                  |
|---------|------------------------------------------------------------------|
| ECE:    | Early Childhood Education                                        |
| I {CD:  | Early Childhood Development                                      |
| EFA:    | Education for All                                                |
| ESDP:   | Education Sector Development Program                             |
| IDRC:   | International Development Research Center                        |
| KG:     | Kindergarten                                                     |
| MDGs:   | Millennium Development Goals                                     |
| MoE:    | Ministry of Education                                            |
| NGO:    | Non-Government Organization                                      |
| TGE:    | Transitional Government of Ethiopia                              |
| UNESCO: | United Nations Educational, Scientific and Cultural Organization |
| UNICEF: | United Nations Children's Fund                                   |

## **Abstract**

*The prime purpose of this study was to examine the challenges of implementing kindergarten **tt ducat ion** curriculum in Bole sub city of Addis Ababa. The study employed a descriptive survey method. All kindergartens in Bole Sub City Administration were involved in the study through \ wail ability sampling technique. The primary sources of data were 7 principals, 50 teachers, 35 members of parents' committees, and 1 kindergarten education expert of Bole Sub City Education Office. All the principals and the parents committee confirmed that the sources of financial and material resources of the kindergartens were only the monthly school fees paid by I he parents. Close to fifty percent of the kindergarten teachers were not trained, and so, they were teaching in their respective kindergarten schools without adequate knowledge and skills of early childhood care and education which had adverse effects on the quality of kindergarten education program. The majority of respondents revealed that there were critical shortages of the in-and-outdoor play equipment and teaching materials in their respective kindergartens. The malpractices and inadequacies observed in the kindergartens have counted against the effective implementation of kindergarten education in Bole Sub City Administration. It is recommended that the private and community agencies should be assisted in their efforts to improve access and quality of preprimary education subsector. To that end, Addis Ababa education bureau and Bole Sub City Education office should launch systematic follow-up and evaluative assessments of the preprimary subsector and then provide this subsector with required technical and material supports.*

**Key Words: Kindergarten; Early Childhood Care and Education; Curriculum; Preprimary.**

# **CHAPTER ONE**

## **INTRODUCTION**

In this chapter presents the introductory parts of the study comprising introduction, statement of the problem with its basic research questions, significance of the study, delimitation of the study, limitation of the study, definition of key terms, and organization of the study.

### **1.1. Background of the Study**

The importance of education is being manifested in the rapidly changing human society and technological advancement in the world today. Moreover, the type and quality of education provided and the level of technological and socio-economic development of a country are highly interrelated in that the quality of education influences the level of socio-economic development of a country, and vice versa. It, therefore, follows that a given country needs to provide its citizens a good quality education at all levels including kindergarten level.

Nowadays, quite many countries all over the world have paid much attention not only to the primary, secondary, and tertiary levels, but also to the education of young children below primary level. According to Widmer (1970), for instance, the education systems of many countries in Europe and a few of other continents extend downwards to include early childhood education. Kuzin and Kondakov (1977) also argue that in the modern education system the child has to pass through nursery, kindergarten, primary, and secondary school systems from which he/she extends to colleges and/or universities.

In Europe, many countries have long been used to providing kindergarten education. According to McCarthy and Houston (1980), for example, in Europe, the idea of early childhood education began in 1800. The authors further state that Friedrich Froebel opened the first kindergarten school in 1837 in Germany. Later, by the end of 19<sup>th</sup> century, Froebelian-type kindergarten began to spread in most parts of the world.

According to Bizunesh (1983), in Ethiopia, modern kindergarten education first began in 1908 in Dire Dawa. She further writes that this kindergarten school was established by the Ethio-

French Railway Line Company to serve the workers' children. The initiative to establish the Indergarten was taken by the then French Embassy to Ethiopia. There were only two kindergarten schools functioning between 1908 and 1958 all over the country (MoE, 1993). According to MoE (1996), there were 678 kindergarten schools all over the country with a total enrollment of 70,255, while the total number of kindergarten teachers all over the country was 1,890 and with the total average of teacher-child ratio of 1:37. This figure has, however, greatly Increased in the past years.

According to UNESCO Report (2015), only about 109,358 children in 964 kindergarten schools were reported to have had access out of the estimated total 5.5 million children of the relevant age group (i.e. 4-6 years old) in Ethiopia. By 2012/13, out of the estimated 7.3 million children of the appropriate age group, only 478,977 children were reported to have been enrolled in kindergarten in 15,137 centers. The rapid increase in the past years follows greater private sector engagement in the urban centers and massive government efforts to expand access to a reception class (0-Class) in primary schools. The above cited report evidence and other research findings obviously reveal that the expansion rate of kindergarten schools is by far behind the growth rate children population who has reached the age of kindergarten.

As mentioned in the foregoing pages, despite the immense benefits of kindergarten education for children, for parents, and for the general public at large, a great majority of kindergarten-age children are lacking the opportunity of attending the kindergarten programs in most parts of the country. Hence, the why of the above mentioned problem and the how of solving it should deserve a well-coordinated study for which adequate amount of human and material resources should be allocated. The prime purpose of this study, however, is to survey the challenges of implementing kindergarten education curriculum in Bole Sub City of Addis Ababa, to which, like that of several other towns in the country, many of the kindergarten age children are out of the kindergarten schools.

## **1.2. Statement of the Problem**

The main aim of kindergarten education is to promote the physical, mental, emotional, and social development of young children, thus preparing them for the future primary education (Patricia

and James, 1993). Moreover, CYFAO (1993) has stated that kindergarten education helps to relieve the working parents off the burden of childcare activities.

As a system of education in all K.Gs need to be well organized and meet the standards of at least the local government. Habtamu (1996) has discovered that most of the kindergarten schools that are currently functioning have not been built for the purpose of kindergarten program, but rather for such purposes as residence, offices, and others, as a result of which they are often overcrowded. The author has further revealed that the standards and guidelines of Ministry of Education and CYFAO are not maintained throughout the country.

The World Data on Education (2010/11) also states that the main objective of preprimary education is the all-rounded development of children in order to prepare them for formal schooling. In support of this, MoE (2002) has stated that kindergarten education requires high investment and trained human power; the teachers should have real nice affection for children; the educational and recreational materials have to be adequately supplied; and there have to be facilities that allow children to rest when they are tired and hungry. According to preprimary curriculum of Ethiopia developed in 2001 E.C., the children who are learning in kindergarten must develop the five areas of learning, namely, physical development, personal, social and emotional development, literacy, mathematics and understanding of the world. P +However, according to Demeke (2003), many kindergarten schools that he studied in Addis Ababa assess the performance of children in terms of one area of academic achievement, i.e. to what extent a child is able to count numbers, recite the alphabet, and knowledge of English language proficiency and the like.

As far as the status of kindergarten education in Bole Sub City of Addis Ababa is concerned, little or no research has been conducted to evaluate the practices and challenges of kindergarten education program. However, as stated above, some surveys conducted on kindergarten education elsewhere in the country have found out that many kindergarten schools are struggling to fulfill the requirements and standards set by MoE. In addition, the researcher has 0 years work experie5 ytl;'

g/o7nces in the areas of children and women development when he was working in non-governmental humanitarian organizations in Ethiopia. These states of affairs have motivated the

researcher to survey on the topic of "Challenges of Implementing Kindergarten Education Curriculum in Public Kindergartens in Bole Sub City of Addis Ababa".

The study was conducted within the frame of the following research questions.

1. To what extent have the kindergarten schools implement the kindergarten curriculum developed by the Ministry of Education?
2. What are the major sources for financial and material resources necessary for the operations of the kindergarten schools?
3. To what extent are the physical plants, equipment, and facilities of the
4. 6+/%////285000,km mki.9wsskindergartens furnished to achieve the desired objectives of the KGs?
5. What are the mechanisms employed to follow-up and evaluate the educational practices of the kindergarten schools?

### **1.3. Objectives of the Study**

The general objective of this study is to survey the Challenges of Implementing Kindergarten Education Curriculum in Public Kindergartens in Bole Sub City of Addis Ababa, and then come up with feasible recommendations for the drawbacks identified. The specific objectives of this study are also stated as follows:

- 1) To find out whether or not the kindergartens are offering the education program based on the curriculum of MoE of Ethiopia.
- 2) To find out the major sources of financial and material resources of the kindergartens for the effective implementations of the program.
- 3) To assess the extent to which the physical plants, equipment, and facilities of the kindergartens are furnished to achieve the desired objectives, and
- 4) To identify the mechanisms employed to follow-up and evaluate the educational practices of the kindergartens.

### **1.4. Significance of the Study**

It is generally believed that the future of any society is highly dependent upon the extent to which it takes care of its young children. Put another way, it is to the young children that a society hands over its cherished values, norms, customs, cultures, knowledge, traditions, etc.

take over these legacies and then to perpetuate them, the young people should be ready mentally, physically, emotionally, psychologically, and socially (source...).

To this effect, it is worth paying attention to the positive provision and treatment of all sorts to children mainly during the first five or six years of child's life (CYFWO, 1993). CYFWO directives further noted that educators and psychologists have proved that 90% of mental (cognitive) and 50% of physical growth and development are realized during the first five/six years of child's life. Therefore, the time, energy, financial and material resources devoted to promote an all-round development of children during the first five/six years of their lives are more of an asset than a liability.

One of the most important mechanisms through which the all-round developments of young children are realized, is through kindergarten education, which is usually provided for the children from the age of four to six (Good, 1973). To this effect, the education systems of many countries nowadays tend to extend further below the primary education, so as to address the educational demand of the children before the age of primary school entrance (Widmer, 1970).

Therefore, this study has the following significance:

1. It attempts to identify the major drawbacks of kindergarten education in Addis Ababa sub city, and then forward some possible solutions.
2. It may make current data available on issues, status, and prospects of Challenges of Implementing Kindergarten Education Curriculum in Public Kindergartens in Bole Sub City of Addis Ababa.
3. It is also hoped that this study serves as a take-off point for further research and development in the area of Implementing Kindergarten Education Curriculum in Public Kindergartens in Bole Sub City of Addis Ababa and even beyond.

### **1.5. Delimitation of the Study**

This study is delimited to seven public kindergarten schools in Bole Sub City of Addis Ababa. According to the statistical data obtained from Education Office of Bole Sub City, there are 15 Weredas in Bole Sub City of Addis Ababa. But, there are only seven public kindergarten schools that are currently serving the kindergarten-age children in these 15 Weredas of the sub city. The name of kindergartens, the number of teachers including principals and the number of members of each parental committee of the kindergartens are presented in the table below.

**Table 1: List of Kindergartens in Bole Sub City of Addis Ababa**

| Name of Kindergartens        | No. of Teachers |   | No. of Committee Members | Remark |
|------------------------------|-----------------|---|--------------------------|--------|
|                              | F               | M | 5                        |        |
| Gerji Kindergarten           | 5               | - | 5                        |        |
| Ware Gelu Kindergarten       | 16              | - | 5                        |        |
| Misrak Kindergarten          | 6               | - | 5                        |        |
| Bole Bulbula Kindergarten    | 8               | - | 5                        |        |
| Ayer Amba Kindergarten       | 6               | - | 5                        |        |
| Bole Hibreteseb Kindergarten | 6               | - | 5                        |        |
| Gara Guri Kindergarten       | 10              | - | 5                        |        |
|                              | 57              |   | 35                       |        |

**Source:** Bole Sub City Statistical Report, Year 2011 E.C.

Since the number of public kindergartens in Bole Sub City of Addis Ababa is only seven, the researcher has included all of the kindergartens in the study.

Also, the contents of this study have been delimited to the study of the current state of kindergarten education, particularly the kindergarten curriculum, the sources of finances for kindergartens, the availability of educational facilities of kindergartens, and the follow-up and evaluation mechanisms employed by the kindergartens, Addis Ababa Education Bureau and Ministry of Education (MoE).

### **1.6. Limitations of the Study**

This study has come under two major limitations. Firstly, there **is** a critical shortage of domestic research works on the area of preschool education in general and that of kindergarten in **particular**. To make matters worse, many of the books on preschool education, those are available in various domestic libraries, date back to 1960's, 1970's and 1980s. Consequently, such scarcities have counted against the attempt of reviewing much more recent literature on the area of kindergarten education.

Secondly, because of financial , the researcher could not use observation checklists, except the questionnaires and structured interview. Had the observation checklists been employed as one of

The data gathering techniques, this study would have been much more exhaustive and • comprehensive.

### 1.7. Definition of Operational Terms

**Kindergarten:** An educational set up or section of a school system, devoted to the education of MUM 11 children, usually from 4 to 6 years of age;

**Kindergarten Curriculum:** A program of social experiences embodying social studies, language, arts, natural science, creative arts, and physical activities through which children, as 11 icy learn to work and play together happily and constructively, gain an understanding of the world about them (Good, 1973).

**Kindergarten Froebelian:** A kindergarten for the training of young children between 3 to 7 years of age in which Froebel's gifts, games, and occupations are employed and in which leaching methods are based on Froebel's principles and theories of education popular in the last 19\* century (Good, 1973).

**I'reschool Education:** The method and theory of guiding young children in group, generally referring to education demonstrated in nursery schools; emphasis is placed on developing capacities of the individual and on helping him/her to meet his/her problems (Good, 1973).

**I'reschool Teacher:** A person trained in child development or early childhood education that is involved in a program for preschool children in nursery school, kindergarten, or a daycare center; may be assisted by non professional workers (Good, 1973).

### 1.8. Organization of the Study

This study paper is divided into five chapters. Chapter one deals with introduction, statement of the problem, the significance of the study, delimitation of the study, limitation of the study, definition of operational terms, and organization of the study. Chapter two presents the review of related literature. In this chapter, related research findings and solutions so far suggested by various scholars or authors have been reviewed. Chapter three treats the research design and methods, approaches, procedures and data collection instruments that were used to achieve the

purpose of the study. Chapter four focuses on the presentation, analysis and interpretation of data gathered through questionnaires and structured interview. At last, chapter five presents brief seminary of the findings, conclusion, and recommendations for the problems identified.

## **CHAPTER TWO**

### **2.1. REVIEW OF THE RELATED LITERATURE**

This chapter presents the main topics of the related literature reviewed. It will shed light on such topics as historical development of kindergarten education, kindergarten education in Africa, introduction of kindergarten education in to Ethiopia, importance of kindergarten education. Then the objectives of kindergarten education as related to teachers training and quality of provisions like, contents of kindergarten education curriculum, scheduling children's activities in Kindergarten program, the teacher-child ratio in kindergarten program. In particular, quality and adequacy of kindergarten teachers, contents of kindergarten teacher training program, Kindergarten environment, equipment, and facilities, financing kindergarten program, and follow-up and evaluation of kindergarten program is covered.

The inducting of the young in to the culture and values of the society has been one of the challenges that tested the intellect, energy, and time of human beings for many years. Particularly, in the history of education of the Western World, the idea of the educational provision for young children is not new.

According to Suzanne and Kristine (2001), for instance, more than twenty-five hundred years before, early Greek Philosophers, such as Socrates (469-399 B.C.), Plato (425-347 B.C.), and Aristotle (384-322 B.C.) had had great concerns for the education of the young. Further, these authors have witnessed that although Plato and Aristotle had fully recognized the importance of early training in human development and advocated for the establishment of community nurseries for the better upbringing then sought for, the father of the idea of organizing schools for small children was, in fact, Comenius.

According to Carol (2000), John Comenius (1592-1670) was much concerned with early childhood education and also wrote the first picture book known as "Orbits Pickups", whose content was simple learning lessons about stones, plants, animals, colors, and names. Comenius also established the first "Mother Schools" for children whose age ranged from birth to six years, where sense training and mastery of some elementary facts-of-life were taught by mothers (Spodek, 1986).

Even though the recognition of early education of the young came as early as the time of Plato, and then Comenius putting the first corner stone for preschool educational programs, prominent educators, such as Locke, Rousseau, Pestalozzi, Owen, Piaget, Dewey, Montessori, and many others have contributed a great deal to the cause of early education of the young children. In short, they were the seminal thinkers whose writings and works had influenced the form and function of the present day early childhood education in general and kindergarten educational programs in particular (Mitzel, 1982).

Nevertheless, not until Fredrick Froebel (1782-1852) did a comprehensive preschool theory emerge that was specifically directed towards the education of the young children. Froebel not only provided a preschool theory, but also coined a name for his preschool as "Kindergarten", to mean 'caring for young children as for young plants' (Monroe, 1960). Moreover, according to Range et al (1982), Froebel not only influenced European preschool educational programs, but he could also influence those of the United States of America, especially in his theory of teachers' apprenticeship training programs and in his curriculum in accommodating all children's needs including those from the poor family backgrounds-compensatory education for the culturally deprived children.

In general, Froebel's thinking of education of the young children has been as progressive as are those of the modern psychologists and educators in that his belief was that a child's early experiences have profound effect upon his/her future personality and development (Bloch and Popkewitz 2000).

These authors further state that Fredrick Froebel in Germany opened the first kindergarten school in 1837.

Later, by the end of 19<sup>th</sup> century, Froebelian-type kindergarten began to spread in most parts of the world.

According to Hilderband (1999) and Spodek (2000), the kindergarten education has largely been a product of the 20<sup>th</sup> century. They further write that it is relatively in recent years (beginning from mid 1940's to mid 1960's) that preschool education has become the subject of serious study by scholars and researchers, because of the accelerated social changes during this period.

Furthermore, during this period, various research evidences and provocative literature on child

development and early learning have alerted the public in general and policy makers in particular (Mitzel, 1982).

On the whole, the major works of Hunt (1961), Piaget (1963), Bloom (1964), and Skinner (1960) as all cited in Austin (1988) and Mitzel (1989) have convinced the people not only that the education offered before the age of six markedly affects later school performance, but they also created an unprecedented social awareness and the shift in thinking about child development in the modern context of life. Austin (1996) has, for instance, indicated that this rethinking and awareness have influenced the organizations of the human power and physical environment of preschool programs in Europe and far beyond.

## 2.2. Kindergarten Education In Africa

A UNESCO Report (2012) revealed that even though the intelligence base of cognitive development is assumed to occur before the age of 10, the distribution or allocation of the educational expenditures in the Third World countries for the education and care of children is less than 10% of the total budget. Hence, it seems that this reality directly reflects the poor state of the kindergarten programs in most African countries, where Ethiopia is no exception.

UNESCO Report (2013) also stated that the African nations as well as state ministries of education couldn't do as much as was/is desired in the area of preschool education, for most of the education budget is usually spent on the secondary and higher education provision. Therefore, according to this report, the majority of kindergarten-age children are not benefited from the kindergarten program.

As a result, the kindergarten programs have become the privileges of very few children of the affluent classes and the "new elites" of the continent. UNESCO keeps on stating that since the whole topic of kindergarten in Africa has been influenced by the inherited colonial models, the attempt of adjusting the few existing western type kindergarten programs to the local resources and needs has made the opportunity so costly that only few privileged classes of the population are being benefited.

For example, in Kenya, less than one-fifth of the children between the ages of 3 and 6 attend kindergarten programs, while more than a million are left on their own to play around their homes in the rural areas and open spaces in the towns. In Zambia, too, the kindergarten

programs cater for only a small percentage of children, mostly that of urban areas (Nathan, 2000).

as a result, kindergarten programs have become more of the responsibilities of voluntary organizations in Africa. Such organizations as the National Council of Women's Societies in Nigeria, the Zambian Preschool Association (ZPA), and the Community Based Center for Stimulating Children (CSC) of Benin are some of the typical examples that have taken appreciable initiative in promoting the welfare and development of young children (UNESCO, 2012).

on the whole, education of kindergarten-age children in most African countries seems to have been left more to the concern of the parents of the children. On the other hand, according to Nathan (2001), the current reality facing millions of African families (especially the rising economic needs, mobility, unemployment, etc.) has made life ever difficult to many mothers to either look after their children or to cope with earning their livelihood. In this regard, the Ethiopian parents are no exception in many aspects.

### **2.3. Introduction of Kindergarten Education in Ethiopia**

According to Bizunesh (1983), in Ethiopia modern kindergarten education began in 1908 (almost the same time as the introduction of modern education) in Dire Dawa. She further states that it was begun by the Ethio-French Railway Company for the children of the workers. The French embassy, she added, took the initiative to Ethiopia. The second kindergarten was opened fifty years later in Addis Ababa. Bizunesh has also indicated that there were only 77 kindergarten schools in the country up until 1974 serving only 7,573 kindergarten-age children of the country.

However, even though both the number of kindergarten programs and that of the children attending kindergarten education are apparently increasing, the quality, equity and accessibility of kindergarten education are far from satisfactory. In other words, these kindergarten programs could not meet the demands of most Ethiopian children nor could it influence the life of so many working parents.

Yemane (2007), for instance, vehemently argues that preschool education is still the privilege of very insignificant number of children; fees are still very high, making preschools inaccessible to

the sons and daughters of the working parents; and no special provision has been made to meet the needs of the working parents. On the whole, the educational opportunity for children of kindergarten-age group is generally low or unsatisfactory, which in turn implies that the current provision of kindergarten education is far behind the demand.

#### **2.4. The Importance of Kindergarten Education**

Many authors have written about the importance of kindergarten education in particular and preschool in general. Hilderband (1971) and Seefeldt (1987) have strongly argued for the promotion of the kindergarten education. Some of their justifications for the promotion of kindergarten education include that it is a foundation stage for the development of personality and proper socialization; it helps develop healthy habits and basic skills in cleaning, conversation and the like; it stimulates physical and cognitive development; it helps develop desirable social attitudes, manners, and emotional maturity; it creates proper educational environments, so as to prepare the child for primary school entrance; it relieves the working parents of the burden of child-rearing activities, etc.

IDRC's (1983) studies, mainly focusing on Latin American Countries, indicated that children who went through preschool programs tend to be more successful in schools (less dropouts and repetitions), show better social adjustment, and have better overall maturity than those children who did not participate in preschool program.

Clement et al (1983) are even much blunter about the advantages of kindergarten education. They state that despite major early education initiatives, it is only recently that unequivocal, solid evidence of long-term effects had become available. The authors further argue that early [childhood] education programs of high quality can have a significant positive long-term impact on children from low income families. According to these authors, the research evidence available also indicates that early education may appreciably reduce the cost that the society later must bear for each child.

Furthermore, Zanden (2001) states the cognitive skills acquired during preschool [kindergarten] years have profound implications for children's ability to function as members of society. Moreover, Agarwal (1982) has found out that children who have been to pre-primary programs show better progress at the primary stage and it [the participation] helps in reducing wastage and

stagnation (repetition). The modern trends in education policy, therefore, are to emphasize preprimary education, especially for children with unsatisfactory home background. In fact, the kindergarten programs have a lot of aims and objectives to achieve.

## **2.5. Objectives and Contents of Kindergarten Education**

The Education and Training policy (TGE.1994) states that one of the main objectives of the education system is to develop the physical and mental potential and problem solving capacity of individuals by expanding education, and, in particular by providing basic education for all. The same policy document also states "kindergarten education will focus on all-round development of the child in preparation for formal schooling". To this effect, kindergartens should attempt to give the child an education which is appropriate to his/her stage of development and which can satisfy his/her immediate needs. It should also aim at laying a fertile foundation for the years' ahead (Foster and Headley, 1996).

According to Foster and Headley (1996), the objectives of kindergarten education include, among others, to uncover interests and aptitudes; lay foundations for reading, writing and number work; promote children's safety and help them get accustomed to working alone in spite of the presence of others and work and plan with others in groups; give a child broad contacts with other persons like or unlike him/herself; provide the child a situation where he/she can become increasingly aware of relationships between freedom and responsibility; teach children sources of accurate information; give the child an exposure to a wide range of creative experiences and to encourage him/her to express his/her own ideas through a variety of media; help children accept themselves and learn that they are persons of worth who can accomplish things of importance for which others respect them; help children move as fast as possible towards a solution of their problems and to provide practice and skills in thinking for themselves; inspire children to acquire an attitude of inquiry.

Similarly, UNESCO's World Survey (2012) of 73 countries on kindergarten education shows that the main objectives of kindergarten education and care in most of these countries include the total development of the child; intellectual development of the child; preparation for primary schools; language development of the child; childcare, health, and nutrition; Religious instructions, etc.

Moreover, in the Ethiopian context, CYFWO (1993) state that kindergartens should accommodate children of age 4-6, and cater towards physical, cognitive, psychological, emotional, and social development of the children, and thereby preparing them for primary education. The same guidelines further state that the objectives of kindergarten education are for the development of self security, respect for work and good morality, respect for human rights, love, and appreciation for society and environment. It can also relieve working mothers of the burden of child rearing activities.

In addition, Agrawal (1997) has suggested more specific objectives of preschool education, among which are to develop in the child good health, habits and to build up basic skills necessary for personal adjustment, such as dressing, toilet habits, eating, washing, cleaning; to develop desirable social attitudes, manners and to encourage healthy group participation, making the child sensitive to the right and privileges of others; to encourage aesthetic appreciation and stimulate the beginning of intellectual curiosity concerning the environment and to help him/her understand the world. On the whole, the main aim of kindergarten education is the all-rounded development of children in order to prepare them for formal schooling and develop their confidence in themselves. To that effect, the contents of kindergarten program have **to** be carefully selected.

### **2.5.1. Contents of Kindergarten Curriculum**

The kindergarten is an educational reception center designed to help the child in his/her adjustment to organized schooling (Smith et al, 2009). These authors further state that most of the activities of the kindergarten programs are provided for **the purpose** of induction and orientation of the child to the school. They emphatically recommend that the kindergarten should be able to provide experiences that help the child to increase her/his familiarity with other children, materials, and primary type activities. The authors further recommend that kindergarten program be an integral and vital part of the total elementary school program.

Moreover, Patricia and McDowelle (2007) state that early childhood curricula should focus on areas of cognition, social and emotional development, adaptive functioning, communicative skills, and motor development. They add that specific areas may be emphasized as a result of selecting particular theoretical and philosophical bases. For instance, according to the authors, if the program philosophy and theoretical bases were developed and selected because of social-

emotional emphasis, then selection of program materials will follow that direction. Hence, the types of curriculum models and all program materials should support and maintain the program philosophy, theoretical orientation, and the program goals and objectives.

With regard to some major learning experiences that a kindergarten program should provide, Smith et al (2009) have stressed, among others, the creative activities, such as painting, finger painting, working with clay, woodworking, etc; play activities, such as building with blocks, playing house, pretending to be grown-ups, etc; large muscle activities, such as climbing, lifting, and building with large boxes and boards, etc; enjoyment of literature, such as listening to stories, read, and told, looking at picture books, etc; participation in music, such as singing, responding rhythmically, using musical instruments, etc; experiences in science, such as caring for pets, using magnets, helping plants grow, etc; short trips in to the community, to the grocery stores, forestation, and post office to see a house being built or street being paved, etc; mid-morning or mid-afternoon snacks; hot lunch at noon and nap on cots for all-day kindergarten youngsters; and rest in a prone position, etc.

According to Ethiopian Kindergarten Curriculum (2001 E.C), the kindergarten program contains five areas of learning and development that must shape educational programs in early years settings. All areas of learning and development are important and interconnected. These areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn from relationships. According to this curriculum, the main content areas are the physical development, personal, social and emotional development, communication and language development, basic mathematical skills development and understanding the world.

More specifically, the areas of physical development involve providing opportunities for young children to be active and interactive and to develop their co-ordination, control and movement. The areas of personal, social and emotional development involves helping children to develop a positive sense of themselves; to form positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behavior in groups; and to have confidence in their own abilities (Kindergarten Curriculum of Ethiopia (2001 E.C).

It also involves enabling children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology (Kindergarten Curriculum of Ethiopia (2001 E.C)).

As regards areas of communications, the areas of communication and language development involve giving children opportunities to experience a rich language environment, developing their confidence and skills in expressing themselves, and to speak and listen in a range of situations (Kindergarten Curriculum of Ethiopia (2001 E.C)).

The areas of basic mathematical development involve providing children with opportunities to develop and improve their skills in counting, understand using numbers and using mathematical concepts. The areas of understanding the world involve guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, place, technology and the environment. On the whole, the kindergarten curriculum of Ethiopia focuses on the contents that help the children to develop their all-round personalities, and the curriculum content areas should be well scheduled when presented for children (Kindergarten Curriculum of Ethiopia (2001 E.C)).

## **2.6. Scheduling Children's Activities In Kindergarten Programs**

Scheduling is very important because decisions about it (scheduling) greatly influences the children's feelings of security, the accomplishment of objectives, and the staffs effectiveness (Decker and Decker, 1984). The authors further state that scheduling involves planning the length of the session, and timing and arranging the activities during the sessions.

### **2.6.1. Length of Sessions**

There is great deal of controversy concerning the length of the sessions. Decker and Decker (1984), for instance, have presented two major controversies about whether the kindergarten programs should be a half-day or full-day session. According to these authors, advocates of half-day sessions argue that children do not get as tired; staff members have more time for planning, evaluating, and working with parents; no provisions have to be made for lunch or rest activities; and young children have an opportunity to be with their parents for parts of the day.

On the other hand, the advantages that the supporters of full-day sessions advance include fewer transportation problems; longer blocks of time for lengthy activities; more staff influence, especially important for children without a rich home life; staff members can get to know the children better; and more time for academic experiences or for emphasis on plays (a point of disagreement among those advocating a full-day).

Recent evidence has, however, revealed that academic advantages for children who attended full-day sessions exceed the academic benefits of children who attended half-day sessions (Decker and Decker, 1984). Whether the sessions are run on full or half time basis, it is very important that the learning activities of kindergarten program are well timed and arranged in such a way as to facilitate for the effective implementation of the kindergarten curriculum.

#### **2.6.2. Timing and Arranging Activities**

The timing and arrangement of activities in kindergarten have attracted the attentions of several authors. Decker and Decker (1984) have noted that, regardless of whether the session is half or full day, good schedules for kindergarten programs have certain characteristics. These authors advise that a good session should begin with a friendly, informal greeting of the children, and staff members should make an effort to speak to each child individually during the first few minutes of each session. A group activity such as a greeting song also helps children feel welcome.

Moreover, children's physical needs, such as toileting and eating, should be cared for at regular intervals in the schedule. However, unless the generally accepted standard of teacher-child ratio is maintained, it is difficult to facilitate for a good timing and arrangement of activities for kindergarten programs.

#### **2.7. Teacher-Child Ratio**

The teacher-child ratio is believed either to enhance or retard children's opportunities to learn. According to Keliher (2001), for instance, the teacher's effectiveness is generally enhanced with relatively smaller class-size, because he/she has more time to deal with each of the children. In the larger classes of kindergartens, for instance, more aggressive acts, such as pushing, bumping, striking, and a high level of frustration are observed (Cannon, 1997). Cannon, therefore,

concludes that too many children in too little space with too few teachers are detrimental, especially for young children whose kindergarten experience is their first encounter.

In addition, another important issue to be considered together with teacher-child ratio in the kindergartens is safety. According to Rudolph and Cohen (1984), for instance, in case there is fire, earth quake or flood, it is very difficult to know or decide how many children one teacher should escort to safety place when he/she is in charge of as many as 20 to 30 kids of five-year-olds. In fact, it is even more difficult to lead the children to the safe areas when their ages range from 2 to 3, for they cannot follow the direction at the sound of the alarm of the fire (McCarthy and Houston, 1980).

On the whole, McCarthy and Houston (1980) and Hilderband (1999) strongly recommend that for the young children of kindergarten age, the teacher-child ratio should not exceed 1:22, so as to encourage daily interaction and friendship among children and to provide better learning conditions as well. As for the teacher-child ratio of kindergartens in Ethiopia, CYFWO (1993) recommends that the teacher-child ratio be kept at or below 1:40, as it can affect the quality and adequacy of kindergarten teachers.

## 2.8. Quality and Adequacy of Kindergarten Teachers

The kindergarten teacher has much responsibility for almost all of the activities taking place in the center. With this recognition, therefore, the trend of giving at least 4 to 5 weeks' training course became a reality (Foster and Headley, 1990). The fundamental reason for the training of teachers is that they are significant adults in schools, as are parents at home. According to Gross (1989), for example, the influence of kindergarten teachers, in particular, is profound as she/he serves as a model of behavior formation and value transmitter.

Many other educators have also reiterated that those kindergarten teachers who have received adequate training can positively influence the lives of children in their formative years. Hilderband (1999), for example, has called for special training of kindergarten teachers for the fact that the profession requires a happy and creative, intelligent and energetic teacher, so that he/she can serve the program expertly and well. The authors, as a result, concluded that it is only in this way that kindergarten children can adjust to the school environment and also be guided towards their optimum development.

Moreover, Mialaret (1986) have noted that teachers of young children in this rapidly changing world need to have profound knowledge about the child's biological growth and development, his/her general living environment, theories of education, and the principles of learning, etc. The authors also warn that the failure to keep in touch with the changes through constant training and development will endanger the future of kindergarten educational program, as the teachers' environment and that of the children are also changing. To that end, contents of kindergarten teacher training and development program should also be updated in line with the changes taking place.

## **2.9. Contents and Duration of Kindergarten Teacher Training program**

### **2.9.1 Contents**

The courses (contents) of kindergarten teacher training have both similarities and differences in various parts of the world. But the similarities exceed the differences. For instance, Austin (2001), in his study of 8 Western Countries, had found out that such courses as psychology, Child Development, Sociological history, philosophy, Theory and Methods of Preschool (kindergarten) Education, Geography, Mathematics, Natural Science, Hygiene Education, Safety, Language, Art, Home and Family life, etc, were being offered. However, the courses offered may vary from country to country.

### **2.9.2. Training duration of the program**

The training duration of kindergarten teachers varies from institutions to institutions, countries to countries, and above all from agencies to agencies. Mialaret (1986), for example, has indicated that training duration of kindergarten teachers ranges from very short courses or orientations of few weeks to one or two years. He further states that the type of certification could be either non-diploma or degree courses. Or it could be first degree or second degree.

In UNESCO's Survey (2010) of 67 member countries, most of them were found to offer courses lasting for two years. However, the study showed that in some countries there were no specified certifications required, other than the completion of primary or secondary levels. Moreover, Austin (1986), in his five-year cross-cultural survey of early childhood education in 7 European countries and in Canada, found out that the training duration of teachers ranged from 1 to 4 years.

In Ethiopia, the duration of kindergarten teacher training is three months for pre-service training, 45 days for in-service training, and 15 days for orientation courses (MoE, 2002). The UNESCO survey (1985 ) on 67 United Nations member countries shows that most of them found to offer course that for two years. The study, however, showed that in some countries there were no S certification records other than completion of primary or secondary level.

## **2.10. Kindergarten Environment, Equipment and Facilities**

### **2.10.1. The Physical Environment, Plant, and Space**

It is generally accepted that rich and pleasant kindergarten environment provides a good many opportunities for a child in whose self-selected activities that he/she chooses can be realized. Hefferman and Todd (2003), for instance, assert that with the comfortable kindergarten environment, the teacher will be able to learn more about an individual child and also to provide a described care and guidance. These authors further agree that with pleasing kindergarten environment, the child's physical vigor, activity planning, emotions and attitudes can easily be detected by a keen kindergarten teacher, so as to maximize the desirable caring and educating activities expected at this level.

Hence, Heffernan and Todd (2003) and other several preschool educators advise that teachers, parents, builders, and architects have to play a major role in the planning of the kindergarten plant. furthermore, according to David (1980), an open-plan of building (a building plan where maximum flexibility of use can be made) is essential to promote children's positive attitude towards school and school experience.

David further stresses that the open-plan building arrangement fosters the development of positive attitudes of teachers towards their day-to-day work and also towards the interaction with their working friends and principals. In the conventional classrooms, on the other hand, both the individual and group needs of the children cannot be met, for it lacks flexibility of use, and is also more of a self-contained classroom plan.

Another point that is worth considering is the size of the in-and out-door spaces. The size of the in-and out-door spaces can negatively or positively affect children's activities. However, there seems no optimal size, as there are variations among the philosophies of kindergarten programs.

Put in a different way, there are some kindergarten programs which strictly follow a child-centered philosophy, while others are in favor of a classroom-oriented philosophy that does not call for an expansive space in which children's self-initiated discovery and observation are encouraged (McCarthy and Houston, 1980).

Hence, educators like Foster and Headley (1989) suggest that a minimum of 10 square feet (9.29 square meters) per child must be allotted for every out-door activity. In this regard, for a kindergarten school that has an enrollment of 24 children, the authors recommend total area of 1400 square feet (222.97 square meters). They further recommend a 50 to 60 square feet (4.6 to 5.6 square meters) floor per child, while for a kindergarten serving 24 children, a floor space of 1200 to 1500 square feet (111.5 to 139.4 square meters) is recommended. This space does not include the washing and locker rooms).

In the Ethiopian context, the kindergarten directives of the Children, Youth and Family Welfare organization (CYFWO) of 1993 recommends the total area of a kindergarten that serves 120 children be between 1081 and 12000 square meters. The Pupil station has also been recommended to be between 6 and 10 square meters. The same directives have further indicated the pupil station in classroom (when 40 children in the classroom are taken as a standard) is 55 square meters, while the total area of the classroom is 63 square meters.

Although there is no ideal size agreement as regards the kindergarten space, Decker and Decker (1984) have witnessed that most of the licensing regulations demand up to 75 square feet (6.9 square meters) per child, while Hilderband (1981) argues that it should be between 75 and 200 square feet (6.9 to 18.6 square meters) per child.

In all cases, however, Oats as cited in Decker and Decker (1984) holds that the small size of space can adversely affect the quality of learning, because if/when the spatial quality is low, children are less likely to be involved and interested in the activities. This author further asserts teachers also more likely to be neutral and insensitive to create a good child-teacher or child-to-child interaction, or to provide useful rules of social living in a crowded kindergarten schools.

Furthermore, McCarthy and Houston (1980) proved that maximum crowding of yards is related to low quality of kindergarten programs, while high quality of space is associated with sensitive

and friendly teachers, who are more interested to engage their children in creative and participatory activities. As a result, the authors call for a kindergarten environment, plant, space, equipment and facilities to be as adaptable as possible to the programs desired, so as to make activities appreciated by the kindergarten children and teachers.

On the whole, kindergarten schools can only be attractive when their general environment, plant, man power, and equipment and facilities are well organized to meet the needs of young children who are to be cared for as well as educated there (Mialaret, 1986).

### **2.11.2. Equipment and Facilities for Kindergartens**

“Equipment and facilities for kindergarten program” refers to all materials expected to promote the child's physical, intellectual, social, and emotional development (Cohen, 1988). The equipment and facilities are used during children's play, art and construction work, socio-dramatic activities, and in other related educative occasions. Thus, they are considered to be very important media for children's learning (Foster and Headley, 1998).

Although many may prefer a superior teacher in a poorly equipped classroom to an inferior teacher in an elaborately equipped classroom, the selection and organization of equipment and facilities are also worth due consideration. According to Hilderband (1981) and Decker and Decker (1984), for example, not only do the number and variety of equipment and facilities that matter, but also the play materials as well as the furniture have to be selected so as to meet the need of kindergarten-age children in their size as well.

These authors emphatically recommend that the furniture must be of a proper height and proportion, durable, and of lightweight, so as to safely carry them about the room. Accordingly, they suggest that the weight of the child's chair be 8 to 10 pounds (4 to 5 kgs). In addition, Decker and Decker (1984) argue that for most groups of 5 and 6 year-olds, the chairs should be of a height of 11 to 12 inches (27.94-30.8 centimeters). These authors further recommend that the shape and the size of tables be semi-circular (to enhance one-to-one conversation as well as to the teacher easily) or are square, but its width must be 30 x 30 inches (76x76cm).

It is generally believed that the kindergarten children are usually characterized by their needs to be physically active. A prolonged and monotonous activity is, therefore, seriously painful to

them. As a confirmatory evidence for this, Heffernan and Todd (2002) and Widmer (2001) also advise that the in-and out-door activities must be able to provide opportunities for the young children to observe, explore, construct, and experiment.

Rudolph and Cohen (2001) also state that the use of various equipment and facilities has the value of emotional release and personality development in young children. These authors further write that the variety of activities provide the children with a feeling of strength and security, sense of excitement and risk, which they can learn to enjoy with safety. On the other hand, if there is a shortage of play things, equipment and facilities, children are put in a position of directing their energy against each other, and towards climbing up the gates and fences, which may result in a very serious physical injury (Hilderband, 1981).

With regard to the general housing of kindergarten program, Decker and Decker (1984) hold that the size of doors, windows, floor of the rooms, and the like should be appropriate to the developmental needs of the children for the effectiveness of the program. In this regard, Foster and Headley's (1986) recommend that floors be kept clean, and windows be made low enough in order for the children to easily see outside of the classroom as they go about their work and play. On the whole, equipment and facilities selected for the kindergarten program should be suitable to the child's developmental needs, number of children, and the objectives of the kindergarten program.

## **2.12. Financing Kindergarten Program**

Funds for kindergarten programs can come from various sources. According to McCarthy and Houston (1980), for instance, sources for kindergarten funds can be the parents of the children, the government, and various aid agencies. The authors further state that the aid agencies fund the kindergarten programs, so as to make the parents free because of poverty, unemployment, etc.

Moreover, kindergarten funds may be shared among the significant bodies in a country. Austin (1986), for instance, has found out that in the Federal Republic of Germany the three most important bodies sharing kindergarten funds are the Federal government, the Lander, and the real communities of which the largest share (61-63%) goes to the Lander, while the share of the

local communities is 30.4%, and the government covers the rest. Similarly, Decker and Decker (1984) have found out that the local, the state, the federal, and the foundations share kindergarten education funding in the United States of America.

Ethiopia, the government has critical role in policy development, curriculum design, standard setting, supervision, etc. Therefore, the government will encourage the private sector, NGOs and communities to invest in kindergarten programs. (MoE, 2002)

## **2.12. Follow-Up and Assessment of Kindergartens**

Smith et al, (2009) and Decker and Decker (1984) have asserted that it is through continuous follow-up and evaluation results of the educational practices in the kindergartens that the policy formulating bodies can acquire adequate written or verbal explanations and reasons to promote the quality and the execution of the desired activities.

In addition, McCarthy and Houston (1980) suggest that if there are continuous and reliable low-follow-up and evaluation results, the licensing bodies or departments can see to it that the kindergarten institutions meet standards, such as health services, safety, staff qualifications, building patterns, teacher-child ratio, and basic equipment and facilities required for the programs. Moreover, Katz et.al (1980) have stated that parents, more than anyone else, need the evaluation results of the kindergarten education (programs), for it is only if and when they acquire reliable information about the quality of educational practices in the school that they are willing to send their precious little ones to schools.

According to Decker and Decker (1984), the follow-up and evaluation of kindergarten programs should not be limited to the time when the child is at the kindergarten level, but it has to go beyond the kindergarten settings and up to the mid-elementary level,

On the whole, continuous and systematic follow-up and evaluative research findings can mobilize the society and funding agencies towards the promotion of kindergarten educational provision.

In Ethiopia, however, follow up and evaluation of kindergarten programs is not well coordinated. Although the Ministry of Education trains teachers and provides some supervisory activities, the results of the supervisory activities may not be adequate to influence or implement the policy in

action because of the absence of the definite state ministry that sponsors the program (Habtamu, 1996). According to the former National Children's Commission (1982), many kindergartens in Ethiopia were not provided any supervisory services. The report further revealed that the few supervisors who were to supervise or follow up the programs were not effectively and efficiently discharging their responsibility for two reasons. To start with, supervisors were not trained in kindergarten education or as kindergarten teachers. Secondly, they conducted the supervision of the kindergarten programs as an additional assignment. In other words, their main task was to supervise the formal schools. As a result, the kindergartens were not given the required types of feedback, so that they could improve the content and delivery of their educational program.

To conclude, according to the Young Lives Policy Brief (2010), pre-school in Ethiopia is almost entirely private, urban, and accessed by relatively advantaged families. In fact, Ethiopia, despite being among the poorest countries in the world, has made rapid progress towards universal primary education. However, access to preprimary schools remains very limited, particularly in rural areas. According to this document, only 25% of caregivers reported that their children had tended preschools, and this figure dropped to just 4% among rural children. Meanwhile, attendance levels in urban areas are strongly linked to income levels, with only around 20% of the poorest households accessing preschools compared to around 70% of better off families.

In summary, from the review of available literature, it can well be generalized that the educational opportunity for children of kindergarten-age group in Ethiopia is generally low or unsatisfactory, which in turn implies that the current provision of kindergarten education is far behind the demands both in urban and rural areas.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODS**

#### **3.1. The Research Design**

The prime purpose of this study is to survey the challenges of implementing kindergarten education curriculum in Bole Sub City of Addis Ababa. To attain this objective, a descriptive survey design was employed. Descriptive survey research design is appropriate when one needs to collect opinion or attitude of respondents regarding the research problem. In this study, attitude and opinion of respondents is surveyed in order to properly address the objective and basic research questions of the study. Therefore, descriptive survey research design is chosen for this study.

##### **3 1.1. The Research Method**

The quantitative and qualitative methods were used for the study. The data were gathered from kindergarten principals, teachers, parents committees and kindergarten experts of Bole Sub City Education Office through the self-made questionnaires and structured interview.

##### **3.1.2. Source of Data**

All kindergarten principals (7), teachers (50), all members of parents' committees (35) and kindergarten Education Office Expert were taken as the primary sources of data. Relevant documents available at Bole Sub City Education Office and kindergartens were thoroughly reviewed as sources of secondary data.

#### **3.2. Sample Size and Sampling Technique**

##### **3.2.1. Sample Size**

Currently, there are 7 (seven) public kindergarten schools in Bole Sub City of Addis Ababa. Therefore all kindergarten principals, all kindergarten teachers, and all members of kindergarten parents' committees were included in the study. That is, all the available 7 principals, all 50 teachers and all 35 members of parents' committees were involved in the study.

##### **3 2.2. Sampling Technique**

The schools were selected using census sampling and the teachers were selected using availability sampling techniques that is the entire population were taken as the sample of the

study. In other words, all the available 7 principals, all 50 teachers and all 35 members of parents' committees were involved in the study. Bole Sub City kindergarten education expert were interviewed as he is the right person to tell and clarify the state of affairs from an administration point of view and from a supervisory position.

### **3.3. Data Gathering Instrument**

Questionnaires, structured interview and document analysis were employed to obtain the required data. The questionnaires were first prepared in English, and then translated in to Amharic to ease communication to respondents as the users of Amharic.

#### **3.3.4. Questionnaires**

Questionnaire is very helpful for the person administering it to explain the purpose of the study and to give meaning of the items that may not be clear (Khan, 1993). One of the most popular and widely used data collection tool used in descriptive survey is questionnaire (Kothori, 2004). Hence, the required data were collected through self-made questionnaires with both open and close-ended questions. The items included in the questionnaires were prepared based on the literature review

To that end, two types of questionnaires are prepared. The first type of questionnaire is prepared for kindergarten teachers, and the second one for kindergarten parents' committee members. The questionnaire designed for teachers has 40 items of which 7 are open-ended while 33 items are close-ended questions. The items included in the questionnaire for teachers are categorized in to 5 parts. The questionnaires are designed for parents comprised of 22 items, of which 7 items are open ended while 17 items are close ended. The questions included in questionnaire for parents are categorized in to 4 parts. See annex for the sample questionnaires.

#### **3.3.5. Interview**

The key way in which a researcher can perceive the understanding, feeling, and knowledge of people in certain programs is through interview (Best and Kahn, 1993). In this study, the kindergarten expert of Bole Sub City Education Office and the kindergarten principals were interviewed separately.

The kindergarten expert Bole Sub city Education Office is selected because of the important position he holds and the rich, relevant information and abilities to describe the current state of kindergarten education in the town. The interview results will then be organized, categorized, analyzed, interpreted and summarized to complement the data collected through questionnaires.

### **3.3.3. Document Analysis**

Relevant documents available at Bole Sub City Education Office and Addis Ababa Education Bureau were reviewed to gather pertinent information. More specifically, some of the main documents reviewed include documents presenting the number of children in each section of the kindergarten by their gender (sex); and also for kindergarten teachers, directors, parent committees, and education experts by gender/sex; documents indicating the availability of curriculum materials and education equipment and supplies; kindergarten annual and/or quarterly reports; and kindergarten related performance evaluation report,, and so on.

### **3.4. Pilot testing the questionnaire**

To address the issue of reliability, the questionnaires were tested on 3 (three) teachers, 2 (two) members of parents' committees)-who are randomly selected from 7 kindergarten schools. After that, pre-testing were-held on 3 (three) teachers, 2 (two) members of the parents' committees and two principals who are randomly selected out of the available population. Based on the feedbacks of respondents, amendments were-made for clarity to some parts of the questionnaires. Those teachers, members of kindergarten committees, and the principals, who have responded to the pilot data collection tools, will be excluded from the administration of the questionnaires after the pilot test.

### **3.5. Procedures of Data Collection**

Once the respondents have given their consents, the questionnaires were administered to the teachers and members of parents' committees by the researcher himself.

### **3.6. Methods of Data Analysis**

The descriptive statistical analysis was used. The data generated through the instruments are presented in two ways. The first form of presentation is placing of responses mostly in

percentage in tabular form. The other one is discussion of the findings from the two instruments or common analysis, sometimes supported by theoretical arguments

As to the analysis of qualitative data, the researcher hand analysis's the data obtained through interviews. That is, the researcher reads the data, organizes the data, marks it by hand and divides it into parts.

### **3.7. Ethical Consideration**

To make the research participants aware of the purpose of the research, the researcher held discussions with the participants before beginning data collection. By so doing, the researcher made everything clear for the research participants that the data gathered were used to examine Lie status of kindergarten education in Bole Sub City of Addis Ababa.

In addition, the researcher will inform the participants that they have the right to express their ideas on the topic without any restriction, and differences of opinion, anonymity and confidentiality of their information will be respected.



## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of the presentation, analysis and interpretation of data gathered through questionnaires and structured interview. The chapter presents responses of the kindergarten teachers, kindergarten principals, kindergarten children parents and kindergarten education expert of Bole Sub City. The presentation is followed by relevant discussions. For the purpose of analysis of data gathered through interviews from kindergarten principals and kindergarten education expert, the interviewees were coded as *KPPs and KEE1 respectively*. Given the samples were all the available 7 principals, 47 teachers and 35 members of parents' committees, table below shows that of teachers background.

Table 1: Characteristics of Respondents

| Item                                    | Teachers  |            |
|-----------------------------------------|-----------|------------|
|                                         | No        | %          |
| <b>1. Age Range</b>                     |           |            |
| a) 20-25                                | 15        | 32         |
| b) 26-31                                | 4         | 9          |
| c) 32-37                                | 25        | 53         |
| d) 38-43                                | 3         | 6          |
| <b>Total</b>                            | <b>47</b> | <b>100</b> |
| <b>2. Sex</b>                           |           |            |
| a) Female                               | 47        | 100        |
| b) Male                                 | -         | -          |
| <b>Total</b>                            | <b>47</b> | <b>100</b> |
| <b>3. Education level</b>               |           |            |
| a) BA/BSc/Bul'd                         |           |            |
| b) 2 year college diploma               | 33        | 70         |
| c) Grade 10 completers                  | 10        | 21         |
| d) Grade 12 completers                  | 4         | 9          |
| <b>Total</b>                            | <b>47</b> | <b>100</b> |
| <b>4. Work Experience as KG teacher</b> |           |            |
| a) 1 to 5 years                         | 33        | 70         |
| b) 6 to 10 years                        | 14        | 30         |
| c) 11 years and above                   | -         | -          |
| <b>Total</b>                            | <b>47</b> | <b>100</b> |
| <b>5. Ownership of Kindergarten</b>     |           |            |
| a) Public                               | 47        | 100        |
| b) Government                           | -         | -          |
| c) Private                              | -         | -          |
| d) NGO                                  | -         | -          |
| <b>Total</b>                            | <b>47</b> | <b>100</b> |

As can be seen from Table 2 above, all kindergarten teachers were females. The age ranges of 44 4%) of them fall between 20 and 37. Hence, it will be deduced that all of the teachers were in live working age, which is regarded as quite an advantage for kindergarten children.

Moreover, this figure reveals that female kindergarten teachers dominate over male kindergarten teachers in preprimary subsector, which is congruent with early childhood care and education theories, principles and practices. The strategy demands that the teachers assigned in preschool subsector should be those who can work well with children (MoE, 2010). Furthermore, CYFWO (1993) reiterates that children are expected to easily adjust themselves to the kindergarten environment if and when they can freely interact with active teachers and other caretakers.

In addition, the qualifications of kindergarten teachers were explored and was found out that the majority 33 (74%) of the teachers were qualified with a 2-year diploma education level, while 10 of the teachers were grade 10 completers. Only 4 were grade 12 completers. During the structured interview with the kindergarten principals, they were asked why the kindergartens were not hiring qualified kindergarten teachers with the knowledge and skills of early childhood care and education.

The KPPs responded in unanimous way that,

*“it is very difficult to get qualified teachers on Early Childhood, Care and Education (ECCE), as there are no ECCE professional in the market, and so, we are forced to hire teachers who have other subject major like language, mathematics and environmental science ” (KPPS, May 30,2020).*

This finding is not in line with what early childhood care and education strategic plan and c-guidelines recommend. Early Childhood Care and Education strategic plan and guideline requires all preschool teachers to have minimum of certificate on early childhood care and education or have attended a 2 months course to upgrade their skills and knowledge, especially the field of “active learning of young children” (MoE, 2010). With regard to kindergarten teachers’ experiences, majority of them (37) have the teaching experiences of 1 to 10 years. The study reveals that the existences of more experienced kindergarten teachers in the preprimary

subsector tells that perhaps there is little turnover of the workforces of the kindergarten teachers in private kindergartens. However, it has to be further investigated.

Table 2: Implementation of Kindergarten Curriculum

| Item                                                                                        | Respondents |            |
|---------------------------------------------------------------------------------------------|-------------|------------|
|                                                                                             | Teachers    |            |
|                                                                                             | N           | %          |
| 1. Which one is the aim of kindergarten curriculum?.                                        |             |            |
| a) Physical and motor development                                                           | 6           | 12         |
| b) Language development                                                                     | 17          | 36         |
| c) Mathematical development                                                                 | 5           | 11         |
| d) Explore, know and understand the environment                                             | 12          | 26         |
| e) Social and emotional development                                                         | 7           | 15         |
| <b>Total</b>                                                                                | <b>47</b>   | <b>100</b> |
| 2. The degree of contents of kindergarten curriculum to prepare children for primary level. |             |            |
| a) High                                                                                     | 37          | 78         |
| b) Medium                                                                                   | 5           | 11         |
| c) Low                                                                                      | 5           | 11         |
| <b>Total</b>                                                                                | <b>47</b>   | <b>100</b> |
| 3. Which areas of the kindergarten program does your kindergarten highly stress/ emphasize? |             |            |
| a) Academic subject                                                                         | 8           | 17         |
| b) Languages and academic subjects                                                          | 11          | 23         |
| c) Academic subjects, languages and plays                                                   | 20          | 43         |
| d) Physical and motor development                                                           | 8           | 17         |
| e) Others                                                                                   | -           |            |
| <b>Total</b>                                                                                | <b>47</b>   | <b>100</b> |
| 4. Which one of the following teaching methods do you mostly use at your kindergarten?      |             |            |
| a) Explanation, question and answer, and play.                                              | 7           | 15         |
| b) Explanation, discussion and others.                                                      | -           |            |
| b) Question and answer, play, learning by doing.                                            | 27          | 57         |
| c) Explanation, question and answer, discussion, play.                                      | 13          | 28         |
| e) Explanation, question and answer, play, others.                                          | -           | -          |
| f) Play and field trip.                                                                     | -           | -          |
| g) All the above listed types of teaching methods.                                          | -           | -          |
| <b>Total</b>                                                                                | <b>47</b>   | <b>100</b> |
| 5. The Adequacy, Availability and Usability of Kindergarten Teaching Materials.             |             |            |
| a) High                                                                                     | 15          | 32         |
| b) Medium                                                                                   | 25          | 53         |
| c) Low                                                                                      | 7           | 15         |
| <b>Total</b>                                                                                | <b>47</b>   | <b>100</b> |

In Table 3 above, the teachers were asked to choose among the most comprehensive aims of kindergarten curriculum. Accordingly, 17 (32%) of the teachers stressed language development; 12 of them stressed that the curriculum should be one that enables the children to explore, know and understand their environment; and 6 of the teachers argued that the curriculum should stress the physical and motor development.

During the structured interview held with KEE1 of the sub city, the KEE1 said that the awareness about the aim, objective and importance of kindergarten education was generally poor. He further indicated that, in a few kindergarten schools, only a few children from well-to-do family and from elites or professional parents were enjoying the benefits of the program.

The majority of the people, especially those of the low socio-economic group of the community, the expert said, would consider the kindergarten a mere children village where parents left their kids for half of the day or full day and then collected them from there any time they wished.

Asked the mechanisms the education offices have so far used to elevate the awareness of the community about the need, importance, and benefits of kindergarten education, the KEE1 claimed that the education office has tried its level best to educate the people through various mechanisms, such as trying to enlighten the residents whenever there were town dwellers' meetings, social gatherings through 'Kebele' administration, and through occasional meetings with community leaders, etc.

In fact, the objectives of preprimary education should not be narrowed down to intellectual development alone. It should also aim at preparing children for primary education. Such emphasis may be academically effective, but may constrain the child's development in physical, social and emotional areas. Thus, the kindergarten program should also emphasize the provision of all areas of kindergarten education, so as to provide the child rich experiences in life.

As shown in Table 3 above, the teachers were asked to identify the areas of the kindergarten program that their schools have been highly stressing. Accordingly, 20 (38%) of them responded that their schools stressed the academic subjects, languages and plays; 8 participants said they emphasized the physical and motor development; 11 of them favored language and academic

subjects; and finally 8 of the teachers responded that their kindergartens put higher emphasis on academic subjects.

The kindergarten teachers were also asked to report about the teaching methods they mostly used their respective kindergartens. Accordingly, 27 (62%) of them said questions and answer, play, and learning by doing was preferred; 13 of the participants said explanations, questions and answers, discussion, and play teaching methods were used; while 7 reported that they chose explanation and question and answers.

From their responses, it can well be inferred that the teachers were using diverse teaching methods, which also motivates the children to actively engage themselves in what are being done.

However, the majority 25 (52%) of the teachers rated the adequacy and usability status of the teaching materials as medium while 15 (33%) of them rated the usability and adequacy of the materials as high. The remaining 7 (15%) argued that the availability, usability and adequacy level of the teaching materials was low. This indicates that the kindergartens should improve the teaching materials, so that they will achieve the desired objective of the kindergarten program.

Table 3: Responses about KG Curriculum, Enrolment and Teacher-Child Ratio

| Items                                                                        | Teachers  |            |
|------------------------------------------------------------------------------|-----------|------------|
|                                                                              | No        | %          |
| 1. Out of the following, which curriculum materials/books do you use in your |           |            |
| a) Curriculum guide                                                          | 5         | 11         |
| b) Books/other materials prepared by the                                     | 25        | 53         |
| c) Kindergarten teacher guide                                                | 10        | 21         |
| d) Early childhood Education and Care                                        | 7         | 15         |
| <b>Total</b>                                                                 | <b>47</b> | <b>100</b> |
| 2. How many children are assigned per teacher?                               |           |            |
| a) 20 to 30                                                                  | 12        | 26         |
| b) 31 to 40                                                                  | 35        | 74         |
| c) 41 to 50                                                                  | -         |            |
| d) 51 and above                                                              | -         |            |
| <b>Total</b>                                                                 | <b>47</b> | <b>100</b> |
| 3. At what age do you admit the children to your                             |           |            |
| a) at 2                                                                      | -         |            |
| b) at 3                                                                      | 11        | 23         |
| c) at 4                                                                      | 36        | 77         |
| d) at 5                                                                      | -         | -          |
| e) at all ages above                                                         | -         | -          |
| <b>Total</b>                                                                 | <b>47</b> | <b>100</b> |



Table 4 above, the first item purports to discover the types of curriculum materials the kindergartens use. Accordingly, the majority 25 (68%) of them indicated that the kindergartens were using the books and other materials prepared by their own kindergartens, while 10 of them stated they were using kindergarten teacher guide. Therefore, it can well be deduced that the majority of kindergartens in Bole Sub City are not using the curriculum materials that are in line with the curriculum materials developed by MoE.

The teachers were also asked to present the specific ages at which the children are admitted to the kindergarten program. Accordingly, 36 (74%) of the kindergartens admitted the children at the age of 4, while only 11 of them said the children were admitted at the age of 3. In this regard, Foster and Headley (1989) found out that the admission ages and the age ranges vary from kindergarten to kindergarten ranging from 2-7, 3-6, 4-5, and 5-6 years of age.

No matter what the cultural demands of a society may be, it is safe to say that because of the surprisingly patterned sequence of development common to all children, certain practices and procedures can be evaluated in relation to the age range within the kindergarten schools (Foster and Headley, 1989).

On the whole, the admission ages and the age ranges of the children in the kindergartens are in keeping with the age range demanded by CYFWO (1993) and TGE (1994). Both of these authorities demand all of the kindergarten schools in the country to cater for children of 4 to 6 years of ages.

An attempt was also made to know the number of children assigned per teacher. And so, the majority 35 (74%) of the teachers indicated that the number of children assigned to each of them ranged from 31 to 40, while 12 of the teachers said the number of children in their respective class ranged from 20-30.

In fact, according to Hildebrand (1980), the teacher-child ratio in the kindergartens should not exceed 1:22, so as to encourage daily interaction and friendly atmosphere among children, and to provide them better learning experiences. In Ethiopian context, CYFWO (1993) and MoE (1993) demand the teacher-child ratio in the kindergarten to be kept at or below 1:40. But, when seen from the point of view of the education and care the young children need, even CYFWO's and MoE's 1:40 is subject to debate.

Thus, it is more likely that teachers in the kindergartens understudy can hardly address the needs and interests of each and every child. Furthermore, in a crowded class, children may resort to such aggressive acts as pushing, bumping, striking, and other similar undesirable manners.

Table 4: Responses on Kindergarten Teacher Training

| Item                                                                                                                      | Teachers |            |
|---------------------------------------------------------------------------------------------------------------------------|----------|------------|
|                                                                                                                           | No       | %          |
| <b>1. Have you been trained as kindergarten teacher?</b>                                                                  |          |            |
| a) Yes                                                                                                                    | 26       | 55         |
| b) No                                                                                                                     | 21       | 45         |
| <b>Total</b>                                                                                                              | 47       | <b>100</b> |
| <b>2.If your response to item # 1 above is 'yes', what was the duration of the training</b>                               |          |            |
| a) 3 months                                                                                                               | 4        | 9          |
| b) 6 months                                                                                                               | 5        | 11         |
| c)10 months                                                                                                               | 15       | 32         |
| d) 10 months and above                                                                                                    | 7        | 15         |
| e) No response                                                                                                            | 16       | 34         |
| <b>Total</b>                                                                                                              | 47       | <b>100</b> |
| <b>3.Do you think the courses you were offered during the training were adequate?</b>                                     |          |            |
| a) Yes                                                                                                                    | 7        | 15         |
| b)No                                                                                                                      | 15       | 32         |
| c) No response                                                                                                            | 25       | 53         |
| <b>Total</b>                                                                                                              | 47       | <b>100</b> |
| <b>4. Has your kindergarten ever offered you continuous professional development and training for teachers?</b>           |          |            |
| a)Yes                                                                                                                     | 12       | 26         |
| b)No                                                                                                                      | 35       | 75         |
| <b>Total</b>                                                                                                              | 47       | <b>100</b> |
| <b>5.Have you ever attended the in-service teacher education and/or orientation courses after your employment at this</b> |          |            |
| a) Yes                                                                                                                    | 23       | 49         |
| b)No                                                                                                                      | 24       | 51         |
| <b>Total</b>                                                                                                              | 47       | <b>100</b> |
| <b>6.Did you take the following courses in your pre-service training program? If 'yes' which one of the following?</b>    |          |            |
| a)Psychology and Child Development                                                                                        | 24       | 51         |
| b)Child Pedagogy                                                                                                          | 24       |            |
| c)Basic Mathematical Concept                                                                                              | 24       |            |
| d)Environmental Science                                                                                                   | 24       |            |
| e)Health and Hygiene                                                                                                      | 24       |            |
| f)Children's Language and Play                                                                                            | 24       |            |
| g)Music and Body Movement                                                                                                 | 24       |            |
| h)Drawing and Handcrafts                                                                                                  | 24       |            |
| i) No response                                                                                                            | 23       | 49         |
| <b>Total</b>                                                                                                              | 47       | <b>100</b> |

As to the necessity of training for kindergarten teachers, UNESCO (1982) asserts that a kindergarten teacher who is well equipped with basic knowledge, principles, theories, and skills about early childhood education, child development and his/her accompanying needs and interests will be in a better position to provide the child with the required education and care that enhances his/her physical, social, emotional, and intellectual development. In fact, such knowledge and skills can better be achieved through pre-service, in-service, and/or on the job short term orientation courses.

Furthermore, Feeney's et al (1987) argue that a long year experience alone, or a degree in another field does not provide the knowledge about young children, about their developmental needs, and about early childhood education curriculum, that are essential to effectively teach the young children. Thus, it is in light of the above arguments about the necessity of training for kindergarten teachers that the researcher has attempted to find out whether or not the kindergarten teachers in Gelan Town was adequate and qualified to teach in their respective kindergarten schools.

As can be learned from Table 5 above, 26(53%) of the teachers were trained as a kindergarten teacher, while 21(47%) of them said they were not trained at all. Furthermore, when asked the duration of their training, 15 (29%) of the teachers declared that they were trained for ten months; 4 of the teachers claimed they were trained for three months; another 7 of the teachers reported that they were trained for more than 10 months; and finally 5 of the teachers were trained for 6 months.

However, 16 (47%) of the teachers did not respond to the question, as they were not trained at all. So, it can be deduced that significant number 16 (47%) of these teachers are teaching in their respective kindergartens without adequate knowledge and skills of early childhood care and education. Such state of affairs will surely have adverse effects on quality of kindergarten education.

With respect to the adequacy of pre-service training, 12 (35%) of the teachers said that their pre-service training program would enable them to effectively execute their teaching duties and

responsibilities, while six of the teachers said it wouldn't. About 16 (47%) of the teachers did not respond anything at all, as they were not trained as kindergarten teachers at all. Out of all teachers, 15 of the teachers, who claimed that their pre-service training program was inadequate, further noted that the training duration was too short to cover even the theoretical aspects of the courses they were offered. As a result, they said, they were not engaged in the practical aspects of the courses during their training. Moreover, Bizunesh (1983) has expressed her apprehension that the three-month training in operation is inadequate to equip teachers with appropriate knowledge and professional skills about the child development, care, and education.

As for whether or not the teachers had attended any in-service training courses and/or any orientation courses after their assignment at their respective kindergartens, it was discovered that the majority 24 (53%) of the teachers did not attend any in-service or orientation courses, while 23 (47%) of them indicated that they did so. It is, therefore, possible to assume that those teachers who never attended either an in-service kindergarten training program or on-job short term orientation trainings may be far adrift from the current theories, methods, principles, and approaches of Early Childhood Care and Education. For one thing, in-service and short term orientation courses are useful strategies for narrowing the gap created due to knowledge and skills gap. As is depicted in Table 5 above, 24 (53%) of the teachers claimed that they studied the courses listed in this table during their pre-service training, whereas 23 (47%) of the teachers did not respond to the question posed, because they were not trained provided preservice trainings as kindergarten teachers.

In fact, the courses offered are similar to the courses offered to the preschool teacher trainees in many developed countries, such as Germany, France, England, America, etc. Austin (1976), for instance, reports that in most Western countries, such courses as Psychology, child development, theory and methods of kindergarten education, Mathematics, Hygiene education, Children's languages, Arts, and Family life and the like have been offered. On the whole, despite the short durations of the training, the courses that these kindergarten teachers studied during their pre-service training are those that are recommended by the researchers and scholars in the field.

Table 5: Teacher-Parent Relationship in Kindergarten Program

| Item                                                                                                                       | Teachers  |            |
|----------------------------------------------------------------------------------------------------------------------------|-----------|------------|
|                                                                                                                            | No        | %          |
| 1 .Is there any communications between parents and kindergartens to support the objective of kindergarten?                 |           |            |
| a) Yes                                                                                                                     | 40        | 85         |
| b)No                                                                                                                       | 7         | 15         |
| <b>Total</b>                                                                                                               | <b>47</b> | <b>100</b> |
| 2.If your response is to item # 1 is “yes”, then which communication channel does the kindergarten mostly use?             |           |            |
| a) Meeting and discussions                                                                                                 | 17        | 13         |
| b)Telephone calls                                                                                                          | 19        | 15         |
| c) Face to face meeting with parents                                                                                       | 27        | 21         |
| d) Conferences                                                                                                             | -         | -          |
| e) Letters                                                                                                                 | 31        | 24         |
| 1) Communication books                                                                                                     | 34        | 27         |
| g) Others                                                                                                                  | -         | <b>100</b> |
| <b>Total</b>                                                                                                               |           |            |
| 3.Do you think continuous communications and interaction between children parents and kindergarten teachers are important? |           |            |
| a) Yes                                                                                                                     | 47        | 100        |
| b) No                                                                                                                      | -         | -          |
| <b>Total</b>                                                                                                               | <b>47</b> | <b>100</b> |
| 4.Do parents positively respond to the invitation made to them by the kindergarten                                         |           |            |
| a) Yes                                                                                                                     | 40        | 85         |
| b)No                                                                                                                       | 7         | 15         |
| <b>Total</b>                                                                                                               | <b>47</b> | <b>100</b> |

As presented in Table 6 above, the vast majority of teachers 40 (88%) have agreed that the continuous communications between parents and kindergartens would play a significant role in supporting the attainment of the objectives of kindergartens. As regards the channels of communications the kindergarten mostly use to communicate with parents, the majority 34 (85%) of them reported that they used communication books. However, communication books were not the only channel of communications at these kindergartens, but also quite large numbers of the kindergartens were using the letters, face-to-face meetings, telephone calls, and meeting and discussions as may be necessary or as deemed appropriate. During the interview with KPPs, almost all KPPs argued that the variety of communications channels would create various options for kindergarten teachers and parents to communicate very easily and whenever

they want to do so. In this regard, Marrison (1986) states that parents, who visit schools in which their children learn, have a good opportunity to understand children, teachers and the entire activity of the school. In this regard, the KPPs have argued that children perform better in school their parents are involved in their education, as parents can contribute a lot to support their kindergartens which help them get involved in their child's learning.

Table 6: Adequacy of Kindergarten Environment, Equipment & Facilities

| Item                                                                                                                               | Teachers  |            |
|------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|
|                                                                                                                                    | No        | %          |
| 1.To what extent is your kindergarten environment suitable to safeguard the health and safety of the children                      |           |            |
| a)High                                                                                                                             | 18        | 38         |
| b)Medium                                                                                                                           | 20        | 43         |
| c)Low                                                                                                                              | 9         | 19         |
| <b>Total</b>                                                                                                                       | <b>47</b> | <b>100</b> |
| 2.Are the classrooms convenient to flexibly organize different activities for children at different times?                         |           |            |
| a) Yes                                                                                                                             | 21        | 45         |
| b)No                                                                                                                               | 26        | 55         |
| <b>Total</b>                                                                                                                       | <b>47</b> | <b>100</b> |
| 3.Is the number of children in your classroom manageable to treat each child according to their interests and developmental needs? |           |            |
| a) Yes                                                                                                                             | 35        | 74         |
| b) No                                                                                                                              | 12        | 26         |
| <b>Total</b>                                                                                                                       | <b>47</b> | <b>100</b> |
| 4.Are the following basic in-and out-door play equipment and teaching materials available?                                         |           |            |
| a) Ladders                                                                                                                         | 15        | 32         |
| b) Climbing frames                                                                                                                 | 7         | 5          |
| c) Merry-go-round                                                                                                                  | 15        | 32         |
| d) Slides                                                                                                                          | 15        | 32         |
| e) See-saws                                                                                                                        | 7         | 5          |
| f) Geometrical objects                                                                                                             | 30        | 20         |
| g)Teaching materials for science.                                                                                                  | 35        | 23         |
| h)Teacher guides, syllabus, children books, etc.                                                                                   | 27        | 18         |
| <b>Total</b>                                                                                                                       |           | <b>100</b> |
| 5. Can items in question # 4 above achieve the desired objective?                                                                  |           |            |
| a)Yes                                                                                                                              | 15        | 32         |
| b)No                                                                                                                               | 32        | 68         |
| <b>Total</b>                                                                                                                       | <b>47</b> | <b>100</b> |

Table 7 above intends to find out whether or not the kindergartens in Bole Sub City are operating in an adequate and attractive environment and if their equipment and facilities are up to the standard both in qualities and quantities. The teachers were then asked to indicate the extent to which the environment of their kindergartens was suitable to safeguard the health and safety of the children. Accordingly, 20 (44%) of the teachers rated the suitability of their respective kindergartens as medium, while 18 (38%) of them rated the suitability and quality of the kindergartens as high. Nine of the teachers have rated the suitability of the kindergarten environment and facilities to be low. Of 47 teachers, the majority 21(56%) have said the classrooms were not convenient to flexibly organize different activities for children at different times, while 21 (44%) have said the classrooms are convenient to flexibly organize different activities for children at different times.

When asked why the kindergarten classrooms and playgrounds were less convenient to flexibly organize different play activities, quite many teachers reasoned out that the kindergarten centers were previously constructed for residences, and not for kindergarten schools. These shortcomings were also confirmed by Assefa's (2014) survey study that most of kindergarten - classrooms he observed had inadequate space per child. The Ethiopian Early Childhood Care and education Strategic Plan and the National Preprimary Quality Standard recommend 1.55 square meters of the classroom for any child in a given kindergarten school (MoE, 2010).

Item 3 of Table 7 above attempted to decide if the number of children in the kindergarten was manageable to treat each child according to their interests and development needs. Accordingly, 35 (82%) of the teachers said that the number of children in their respective classrooms were manageable to treat each child according to their interests and development needs. However, 12 of the teachers were of the opinion that the numbers of children in the kindergartens were not manageable to treat each child according to his/her development needs and interests. Moreover, item 4 of Table 7 above intends to check whether or not the basic in-and-outdoor play equipment and teaching materials were available in kindergartens under study. Accordingly, 30 (88%) of the kindergartens had ladders; 25 (74%) of the kindergarten had geometrical objects; 27 (66%) of me kindergartens had teacher guides, syllabus, children books; 15 (38%) of the kindergartens ad merry-go-round; 15 (35%) of kindergartens had slides; and three of kindergartens had seesaws.

Finally, item 5 of Table 7 above wanted to know if basic in-and out-door play equipment and teaching materials were adequate to achieve the desired objectives of the kindergarten program. So, 25 (74%) of the teachers said there were shortages of the in-and-out door equipment and facilities in their respective kindergartens. On the whole, there are critical shortages and inadequacies of the kindergarten environment, equipment and facilities in the kindergartens in Bole Sub City Administration of Addis Ababa.

Table 7: Parents' Participations in the Management of Kindergarten

| Item                                                                                     | Respondents |            |
|------------------------------------------------------------------------------------------|-------------|------------|
|                                                                                          | Parents     |            |
|                                                                                          | N           | %          |
| 1. Do you actively participate in the planning and                                       |             |            |
| a) Yes                                                                                   | 19          | 58         |
| b) No                                                                                    | 14          | 42         |
| <b>Total</b>                                                                             | <b>33</b>   | <b>100</b> |
| 2. How frequently do you interact with the kindergarten                                  |             |            |
| a) Once in a quarter                                                                     | 3           | 9          |
| b) Once in a semester                                                                    | 11          | 33         |
| c) Once a year                                                                           | 9           | 27         |
| d) Every month                                                                           | 3           | 9          |
| e) When serious problems occur.                                                          | 7           | 22         |
| <b>Total</b>                                                                             | <b>33</b>   | <b>100</b> |
| 3. Do you think parents' committee should evaluate the contents of kindergarten program? |             |            |
| a) Yes                                                                                   | 30          | 90         |
| b) No                                                                                    | 3           | 10         |
| <b>Total</b>                                                                             | <b>33</b>   | <b>100</b> |
| 4. If you think parents should support the kindergarten,                                 |             |            |
| a) Providing the children required educational materials                                 | 20          | 61         |
| b) Contributing materials other than school fees                                         | 3           | 9          |
| c) Providing technical supports                                                          | 10          | 30         |
| <b>Total</b>                                                                             | <b>33</b>   | <b>100</b> |
| 4. What is the main communication channel for                                            |             |            |
| a) Letter to parents                                                                     | 4           | 18         |
| b) Telephone call                                                                        | 13          | 38         |
| c) Conference                                                                            | 1           | 3          |
| d) Face-to-face discussions                                                              | 9           | 26         |
| e) Communication Book                                                                    | 29          | 85         |
| <b>Total</b>                                                                             |             |            |

In item one of Table 8 above, attempt was made to check if the parents' committees actively participated in the planning and management of the kindergarten program. Accordingly, 19 (58%) of the parents said they had actively participated in the planning and management of the

kindergarten program while 14 (42%) said they didn't.

Moreover, of all 33 parents committee respondents, eleven (33%) of the parents' committee members said they would meet with the kindergarten management once a semester; nine of them said they would meet once a year; seven of them said they would meet when the need arises; three of them said they would meet with the kindergarten every month; and the remaining three meet with the kindergarten management once in a quarter. Also, when asked if the parents' committees should evaluate and comment the contents of kindergarten program, the majority 30 (<90%) of parents said they should evaluate and comment the contents of kindergarten program while only three of them said they should not.

During structured interview held with all 7 available KPPs, almost all of them reported that parents were allowed to participate in the follow up and evaluation of kindergarten program. They, however, said that evaluating the contents and implementations of kindergarten program was mainly the duty and responsibility of the kindergarten principals and that of the kindergarten expert in Bole Sub City. When asked whether or not the kindergartens followed up the academic performance of the children who graduated from their respective kindergartens and then joined the nearby primary schools, almost all KPPs revealed that such practices were non-existent in their kindergartens.

However, several authors have stressed the need and importance of follow-up and assessment of kindergarten programs. Decker and Decker (1984) and McCarthy and Houston (1980), for instance, argue that continuous follow-up and assessment result of educational practices in the kindergartens can highly provide adequate explanations and reasons that are useful for the policy makers, for the license issuing body or department, for the kindergarten administrators and the teachers, for children parents, for funding agencies, and for the community at large.

The authors further noted that follow-up and evaluation activities of the children progress should go beyond the kindergarten set-up to the mid-elementary level. It is also noted that the responsibility to follow-up and/or assess the kindergarten programs within the kindergarten settings and even beyond has to be discharged by the pertinent professionals of the program at various levels.

By so doing, it is possible to preserve the good start, hope, and opportunities for the optimal all-round development of children. Nevertheless, despite an immense benefit of follow-up and evaluation activities for elevating the quality of the program in discussion, Addis Ababa Education Bureau and Bole Sub City seem less committed, and thus have not lived up to its expectation. So, because of such inefficiencies, the implementation of the kindergarten curriculum prepared by the government has ultimately become debatable.

Item 4 of Table 8 above has asked the parents committees the ways in which they could support the kindergartens if they wanted to. Accordingly, the majority 20 (61%) of parents' committees voiced that they would like to support in providing the children with the required educational materials while 10 (30%) of them said they would want to support the kindergartens with technical supports. Only three of the parents committees were willing to support the kindergartens with material supports in addition to the school fees they were paying for their children. During the structured interview held with kindergarten principals, all principals reported that the prime source of financial and materials resources for the operations of kindergartens were the tuition fees paid by the parents.

During the interview held with the KEE1 of Bole Sub City Administration Office, the KEE1 was asked if the Sub City Education Office had ever supported the kindergartens in any form. Accordingly, the KEE1 responded that, let alone supplying the kindergartens with material resources, the kindergarten team of the Education Bureau itself had faced critical shortage of required material resources. The KEE1 further revealed that the materials that were highly lacking were such current circular materials as kindergarten directives, guidelines, kindergarten syllabus, teacher guides, children's books, and other related materials.

Moreover, KEE1 asserted that it was out of the purview of the zone education office to provide material assistances for the kindergartens in general and private kindergartens in particular. KEE1, however, noted that the Education Bureau and Education Offices would technically assist the kindergartens during their visits. KEE1, however, added that the regional education bureau and the town education office could not provide a professionally sound and sufficient technical assistance mainly because there was no sufficient number of trained kindergarten supervisors. Moreover, there was no distinctly marked budget allocated to carry out activities of these types.

Hence, it can well be generalized that the kindergartens in Bole Sub City Administration have highly been marginalized or almost devoid of technical or material supports from education offices and other concerned parties. In fact, this is a good indication that the kindergarten education is in no-man's land situation, where neither the government, the public nor any other body in the country, region or towns are motivated to support.

Generally speaking, it can be inferred that not only do the parents committees of these kindergartens want to participate in the planning and management of the kindergartens, but also they want to evaluate and comment on the contents and the implementation modalities of the program. Therefore, it can be deduced that the parent committees are highly devoted to support the kindergartens if the kindergartens are ready to tap up the potentials available with the parents committees.

Moreover, the opinions of the principals whether or not the parents' committees have effectively and efficiently discharged their administrative responsibilities have also been elicited during the interview. And so, all principals confirmed that the parents were effective and efficient in the execution of their administrative duties and responsibilities. The parent's committees were also asked to choose from the list of the communication channels that the kindergartens usually used to communicate with parents.

As regards the types of channels of communications used, the majority 29 (85%) of the kindergartens said the communication books are the widely used means of communications; 13 of the parents said telephone calls were well used; nine chose to meet face-to face with kindergarten administrators; four (18%) respondents were in favour of the letters sent to parents via children and only one of the parents chose to use conference as good means of communications with the kindergartens. In the structured interviews held with principals, almost all principals labeled the discussions via telephones, face-to-face meetings and communication books as their major media of communications. In fact, there are several other means of communications for the kindergartens to communicate with children's parents.

However, the kindergarten administrative and teaching staffs can choose one and use it according to the demand of the situation. In discussion and meetings, for example, the kindergartens and the parents can deliberate on issues, problems, and concerns of the

kindergarten program, and then come up with practical solutions. According to Allan (1988), for instance, visits and conference, letters and excursions, parents' and staff parties, etc, are some of the nice media to talk to the parents of the children.

As regards the frequency of discussions and meetings, some principals pointed out that they had met and discussed once in three months, while others said they were meeting and discussing twice in a semester, that is, at the beginning and end of a semester. Nevertheless, it is desirable or both parties to meet and discuss more frequently than what is currently being practiced. If the meetings and discussions are conducted more frequently than it is done now, then both parties can assess the children's progress in the right time, and provide them timely corrective measures in case there are problems.

Different authorities also wrote about the importance of active participations of parents committees in kindergartens. Tirusew (1979), for instance, warns that lack of frequent communication between parents and the kindergarten staff is more likely to cause child's behavioral imbalance that can stem from different orientation at home and at a kindergarten environment. For example, CYFWO (1993) states that such activities as coordinating the efforts of sub-committees in the kindergartens, planning and implementation of the program, equipping the kindergartens with required human and material resources, etc, should be carried out by the kindergarten parents' committee. The same directives further state that the parents' committee should also play key role in coordinating the efforts of children's parents and that of the community at large in order to alleviate the problems or shortages of basic equipment and facilities, if any.

Hence, it can well be concluded that kindergartens that attempt to unilaterally achieve their objectives, or disregard the role of the parents' committee in the planning and implementation process of the kindergarten program, can hardly achieve their objectives. On the whole, the kindergartens whose parents' committees have been formed and are currently carrying out their duties and responsibilities efficiently are perhaps better off in administrative activities than the ones that have not been actively working with the parents' committees.

Table 8: Adequacy of Kindergarten Environment, Equipment and Facilities

| Item                                                                                                                | Respondents |            |
|---------------------------------------------------------------------------------------------------------------------|-------------|------------|
|                                                                                                                     | Parents     |            |
|                                                                                                                     | No          | %          |
| 1.To what extent is the kindergarten environment suitable to safeguard the health and safety of the children?       |             |            |
| a) High                                                                                                             | 9           | 27         |
| b) Medium                                                                                                           | 15          | 46         |
| c) Low                                                                                                              | 9           | 27         |
| <b>Total</b>                                                                                                        | <b>33</b>   | <b>100</b> |
| 2.Are the basic in-and out-door play equipment available in                                                         |             |            |
| a) Ladders                                                                                                          | 12          | 36         |
| b) Climbing frames                                                                                                  | 3           | 9          |
| c) Merry-go-round                                                                                                   | 15          | 45         |
| d) Slides                                                                                                           | 11          | 33         |
| e) See-saws                                                                                                         | 2           | 6          |
| f) Geometrical objects                                                                                              | 9           | 27         |
| g) Teaching materials for science.                                                                                  | 10          | 30         |
| h)Guidelines, teacher guides, syllabus, children books,                                                             | 17          | 52         |
| <b>Total</b>                                                                                                        |             |            |
| 3.Are the items listed in question # 2 above adequate to achieve the desired objective of the kindergarten program? |             |            |
| a) Yes                                                                                                              | 5           | 15         |
| b) No                                                                                                               | 28          | 85         |
| <b>Total</b>                                                                                                        | <b>33</b>   | <b>100</b> |

Table 9 above intends to find out whether or not the kindergartens were operating in an adequate and attractive environment. Accordingly, 15 (46%) of the parents rated the suitability of the kindergartens as medium, while nine of them rated it as high. The remaining nine of them rated the suitability of the kindergarten environment and facilities as low.

Moreover, item 4 of the same Table attempts to check the adequacy, the availability and the types of in-and-outdoor play equipment and materials. Accordingly, out of 33 parents, only 12 (36%) of them said the kindergartens had ladders; only three of them said a climbing material was available; fifteen of them said merry-go-round was available; twelve of them said slide was available; and three of them said see-saws were available.

During the interview held with Gelan town KEE1, the KEE1 was asked whether or not the education office conducted the adequacy and quality assurance follow up and evaluation on the

kindergarten environment, equipment and facilities. The KEE1 said that the education office found it difficult to launch a sound follow-up and assessment program of the kindergartens mainly 1) because there were critical shortages of trained human power in the field, and 2) because the government did not allocate any defined budget system for the operations of such programs.

Therefore, the education bureau and education offices, the KEE1 argued, could not conduct quality evaluation activities that were worth employing either for decision-making or for providing the right feedback for the kindergartens at the right time. In addition, the KEE1 commented that the contents of evaluation activities, usually done at the beginning of the academic year, were limited to reporting some general problems of the kindergartens.

The KEE1 further reported that the evaluation reports were usually geared towards making sure that the licensees had complied with the obligations they had signed to observe. It can, therefore, be generalized that there is almost no systematic and coordinated follow-up and evaluation of the kindergarten schools in Bole Sub City. In addition, when asked if the basic in-and out-door play equipment and teaching materials were adequate to achieve the desired objectives of the kindergartens, 28 (85%) of them said there were shortages of the in-and-outdoor equipment and facilities in these kindergartens. On the whole, when seen in light of the above discussions, the inadequacy of the in-and out-door play equipment and facilities is among the major problems that usually hamper the quality of the kindergarten program.

Hence, it can well be generalized that the kindergarten curriculum centrally developed either by MoE or Addis Ababa Education Bureau is not satisfactorily implemented in nearly all Bole Sub City because of the critical shortages of centrally or regionally prepared teaching materials and other current circular materials.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, and recommendations.

#### 5.1. Summary

The prime purpose of this study was to survey the Challenges of Implementing Kindergarten Education Curriculum in Public Kindergartens of Bole Sub City of Addis Ababa, and then come up with feasible recommendations that could help alleviate the problems identified.

This study involved all (7 ) public kindergartens in Bole Sub City of Addis Ababa. The total number of kindergarten teachers (47), kindergarten principals (7), the members of parents committees (33) and one expert of kindergarten education was altogether 89 persons.

The study followed a descriptive survey method. Two types of questionnaires were prepared in Amharic. The first type of questionnaire was prepared for kindergarten teachers, and the second for members of parents committees. Finally, the questionnaires were administered to 47 teachers and 33 members of the parents committees. *Roughly 94% of the teachers and 94.28% of parents* filled out and returned the questionnaires. In the course of the study, an attempt was made to answer the following basic research questions.

1. To what extent was the kindergarten curriculum developed by the Ministry of Education implemented by the kindergartens?
2. What are the major sources of financial and material resources for the operations of the kindergartens?
3. To what extent were the physical plants, equipment, and facilities of the kindergartens furnished to achieve the desired objectives of the schools?
4. What were the mechanism employed to follow-up and evaluate the educational practices of the kindergartens?

At last, the study came up with the following major findings:

- 1) All principals of the kindergartens declared that their major sources of financial and material resources were the school fees paid by children parents. But then, all principals asserted that the parents committees participated in providing the kindergartens with useful technical and professional advice. None of these kindergartens have tried to solicit funds from NGOs, private business companies, humanitarian organizations and other like-minded agencies in the country or abroad.
- 2) A little over fifty percent of the teachers were trained for the durations ranging from three to ten months. The remaining significant percentage of teachers revealed that they were not trained at all. The untrained teachers have been teaching in their respective kindergartens without adequate knowledge and skills of early childhood care and education.
- 3) A little more than half of the kindergarten teachers reported that the classrooms were not convenient to flexibly organize different activities for children at different times, as some of the kindergarten plants were constructed for the purpose of residences from the very beginning, and not for the purpose of kindergarten education program.
- 4) Most of the teachers revealed that there were critical shortages of the in-and-outdoor play and teaching equipment and facilities in their respective kindergartens. In addition, the teachers and parents confirmed that there were dire shortages of policy and curriculum materials, such as kindergarten policy guidelines, directives, teacher guide, syllabus, children story books and the like.
- 5) The majority of teachers did not attend any in-service or orientation courses. Moreover, most of them said that the kindergartens were using the books and other materials prepared by their own kindergartens. Besides, considerable proportion of the teachers indicated that the number of children assigned to each teacher ranged from 31 to 40; which is large class size.
- 6) Large number of teachers, principals and children parents stated that the communication books, telephone, face-to-face discussions, and letters were the most widely used means of communications.
- 7) The bureau experts revealed that the follow up and evaluation activities, usually conducted at the beginning of the academic year, geared towards making sure that the licensees had complied with the obligations the kindergarten had signed to observe.

## 5.2. Conclusions

Based on the findings, the following conclusions were reached.

The relatively expensive monthly tuition fees that the parents are currently paying surely favor only the minority of children that obviously belong to the economically better off family, and exclude the majority of children from economically poor family background. The problem gets worse for those parents who would like to send two or more children to such costly kindergarten centers. Such state of affairs will eventually force the majority of disadvantaged kindergarten-age children in Bole Sub City of Addis Ababa to remain at home.

The kindergarten teachers and principals have not been provided adequate preservice, in-service or short term orientation trainings. Even those few teachers and principals who were trained for three to ten months so long time ago are devoid of continuous professional development opportunities. The failure to keep in touch with the rapidly changing world through constant training and development will jeopardize the kindergarten education program. Unless they rejuvenate their knowledge and skills through in-service and/or on job short time orientation courses, then they can be far adrift from the new theories, methods, principles and approaches of early childhood care and education.

The basic in-and out-door play equipment and facilities in almost all kindergartens in Bole Sub City of Addis Ababa have been found inadequate both in quality and quantity. There are dire shortages of policy guides, directives, curriculum guides, etc, as a result which quite many teachers (kindergartens) highly stress only the academic aspects of the program. Such malpractices and inadequacies will lead to a lop-sided (unbalanced) development of children, and that will hugely count against the effective implementation of the kindergarten program. With the current inadequacy and unavailability of the required teaching materials, playing equipment and facilities, these kindergartens will be far from achieving their desired educational objectives.

The government has not allocated adequate and distinctly marked budget to conduct purposive evaluation of preprimary education subsector. Adequate number of kindergarten education experts has not been assigned either. This implies that the kindergartens in Bole Sub City Administration have been highly marginalized or almost devoid of technical and material

supports from education offices and other pertinent institutions. So, this is a good indication that the kindergarten education is in no-man's land situation, where neither the government nor the public are motivated to uphold.

In a nutshell, the serious drawbacks that have been identified during this survey research are among the vivid indications that the kindergarten education in Bole Sub City of Addis Ababa and even that of many other kindergartens in Addis Ababa City Government is in no-man's land situation.

### **5.3. Recommendations**

Based on the findings and conclusions, the following recommendations are made.

1. Kindergartens in Bole Sub City of Addis Ababa are currently charging the parents generally high amount of monthly tuition fees. Therefore, the Education Bureau of Addis Ababa, Bole Sub City Administration, and all other concerned parties should join hands to mobilize the public and build kindergartens which will operate under the auspices of Addis Ababa Education Bureau and the Education Office of Bole Sub City Administration, that will allow the disadvantaged children to attend the program with reasonably low amount of monthly tuition fees, or even free of charge.
2. The Addis Ababa Education Bureau and Bole Sub City Education Office should arrange workshops, seminars, symposia, conference, etc, that will augment the kindergarten teachers, principals, investors and the like to enhance their knowledge and skills about the benefits and importance of preprimary education subsector in general and the kindergarten program in particular. On such occasions, the leaders of the kindergartens and the teachers can be oriented as to why and how they can furnish the kindergartens with some basic in-and out-door play facilities and teaching materials from the things in their locality. A systematic supervisions and evaluation should also be launched to gather feedback and provide timely support for the effective implementation of the kindergarten program.
3. The kindergartens should also try to procure or purchase some salvaged materials, such as tires, cartons, waste papers, etc, from factories and/or other service-giving organization so as to furnish their kindergartens with additional play and teaching

equipment and materials. The kindergarten principals or teachers should frequently contact the government education offices to seek new ideas, teaching materials or technical supports.

4. The kindergarten program should focus on play and recreational activities, physical exercises, language development, observation of nature, creative arts, songs, stories, and number works. The traditional practices of allocating much of the time to 3-R's should be kept to a minimum. In other words, in addition to 3-R's, another 2R's (recreation and relationship) should be stressed.
5. Private and community agencies should be assisted in the development and running of the kindergarten schools. Such agencies could be assisted in the provision of land, cheaper play equipment and teaching materials and the like. Moreover, the kindergartens should try to solicit funds from NGOs, private businesses, humanitarian organizations and other like-minded organizations in the country or abroad.

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**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
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**ANNEX A: QUESTIONNAIRE FOR KINDERGARTEN TEACHER**

The purpose of this questionnaire is to gather data on the challenges of implementing kindergarten education curriculum in Bole Sub City of Addis Ababa. The data to be gathered through this questionnaire will be highly useful for the success of this study.

Therefore, you are kindly asked to fill out this questionnaire with your utmost honesty and transparency. I'd also like to assure you that the information you provide will be kept confidential and be used only for the purpose of this study. I would like to thank you so much in advance!

**Instructions**

- ❖ Do not write your name on the questionnaire, please.
- ❖ After reading each question item, please put the “X” mark in the box provided.
- ❖ For question items which have no alternatives, write your responses briefly in the space provided.

**Part One: General Information**

1. Name of Kindergarten \_\_\_\_\_
2. Sex of the teacher                      A) Female    B)        Male
3. Age range of the teacher  
A) 20 -25 B) 26-31 C) 32-37                      D)38-43    E)43 andabove
4. Education Background  
A) BA/BSc/BuEd  
B) 2 year college diploma  
C) Grade 10 complete  
F) Other \_\_\_\_\_
5. Total service years as kindergarten teacher A) 0 to 5 years B) 6 to 10 years C) 11 years and above
6. Ownership of Kindergarten A)Public B) Government C) Private D) NGO

## **Part Two: Implementation of Kindergarten Curriculum**

1. Of the following, which one is the aim of kindergarten curriculum?
  - A) Physical and motor development
  - B) Language development
  - C) Mathematical development
  - D) Explore, know, and understand the environment
  - E) Social and emotional development
  - F) Others (specify)\_\_\_\_\_
2. The degree of contents of kindergarten curriculum to prepare children for primary level is A)  
High                      B) Medium                      C) Low
3. Which areas of the program does your kindergarten highly stress?
  - A) Academic subject
  - B) Languages and academic subjects
  - C) Academic subjects, languages and plays
  - D) Physical and motor
  - E) Other \_\_\_\_\_
4. Which one of the following teaching methods do you mostly use at your kindergarten?
  - A) Explanation, question and answer, and play.
  - B) Explanation, discussion and others.
  - C) Question and answer, play, learning by doing.
  - D) Explanation, question and answer, discussion, and play.
  - E) Explanation, question and answer, play, others.
  - F) Play and field trip.
  - G) All above listed types of teaching methods.
5. The Adequacy, Availability and Usability of Kindergarten Teaching Materials  
A) High                      B) Medium                      C) Low
6. Which one of the following methods do you use to evaluate kindergarten children? (More than one option is possible).
  - A) Testing
  - B) Observation
  - C) Class participation

- D) Writing and drawing Skills
  - E) Others \_\_\_\_\_
7. Of the following, which curriculum materials/books do you use in your kindergarten?
- A) Curriculum guide
  - B) Books/other materials prepared by the kindergarten
  - C) Kindergarten Teacher guide
  - D) Early childhood Education and Care
  - E) Specify others \_\_\_\_\_

### **Part Three. Kindergarten Teacher Training**

1. Have you been trained as kindergarten teacher?
  - A) Yes
  - B) No
2. If your response to item # 1 above is 'yes', what was the duration of the training?
  - A) 3 months
  - B) 6 months
  - C) 10 months
  - D) 10 months and above
3. Do you think the courses you were offered during the training sufficient?
  - A) Yes
  - B) No
4. If your response to item # 3 above is 'No', then why not? \_\_\_\_\_
5. Has your kindergarten ever offered you continuous professional development and training for teachers?
  - A) Yes
  - B) No
6. If your response to question # 5 above is 'yes', how frequent have you been offered the trainings? \_\_\_\_\_
7. Is the pre-service kindergarten teacher training program adequate for your overall efficiency and effectiveness?
  - A) Yes
  - B) No
8. Have you ever attended the in-service teacher education and/or orientation courses after your employment at this kindergarten school?
  - A) Yes
  - B) No
9. Did you take the following courses in your pre-service training program?
  - A) Psychology and Child Development
  - B) Pedagogy
  - C) Basic Mathematical Concept
  - D) Environmental Science
  - E) Health and Hygiene
  - F) Children's Language

- G) Children's Play
- H) Music and Body Movement
- I) Drawing and Handcrafts.

10: If you didn't take the above listed courses, then list the types of courses you have taken in preserve teaching other than those listed above.

- A ) \_\_\_\_\_
- B ) \_\_\_\_\_
- C ) \_\_\_\_\_
- D ) \_\_\_\_\_
- E ) \_\_\_\_\_

#### Part Four: Teacher-Parent Relationship in Kindergarten Program

1. Is there any communications between parents and kindergarten to support the objective of kindergarten? A) Yes B)No
2. If your response is to item # 1 is “yes”, then which communication channel does the kindergarten mostly use to communicate with parents?
  - A) Meeting and discussions
  - B) Telephone calls
  - C) Face to face meeting with parents
  - D) Conferences
  - E) Letters
  - F) Communication books
  - G.) Others specify \_\_\_\_\_
3. Do you think continuous communication and interaction between children parents and kindergarten teachers is important? A) Yes B) No
4. If your response to item # 3 above is ‘No’, why not? \_\_\_\_\_
5. Do parents positively respond to the questions/invitation made to them by the kindergarten?
  - A) Yes B) No
6. What are the main roles played by the parents towards creating and enhancing the smooth teaching and learning environment.
  - 6.1. \_\_\_\_\_
  - 6.2. \_\_\_\_\_
  - 6.3 . \_\_\_\_\_
  - 6.4 . \_\_\_\_\_
  - 6.5. \_\_\_\_\_

### **Part Five: Suitability of Kindergarten Environment, Equipment, and Facilities**

1. To what extent is your kindergarten environment suitable to safeguard the health and safety of the children? A) High B) Medium C) Low
2. Are the classrooms convenient to flexibly organize different activities for children at different times? A) Yes B) No
3. Is the number of children in your classroom manageable to treat each child according to their interests and developmental needs? A) Yes B) No
4. Are the following basic in-and out-door play equipment and teaching materials available?
  - A) Ladders
  - B) Climbing frames
  - C) Merry-go-round
  - D) Slides
  - E) See-saws
  - F) Geometrical objects
  - G) Teaching materials for science.
  - H) Guidelines/directives/teacher guides, syllabus, children books, etc.
5. Are the items listed in item # 4 above adequate to achieve the desired objective of the kindergarten program? A) Yes B)No
6. Please provide your general comments and suggestions about the state of kindergarten education.
  - 6.1. The current practices, opportunities and challenges faced by kindergarten.
  - 6.2. Your suggestions/recommendations to overcome the challenges faced by kindergarten education.

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## **ANNEX B: QUESTIONNAIRE FOR KINDERGARTEN PARENTS**

The purpose of this questionnaire is to gather data from parents' committees on the challenges of implementing kindergarten education curriculum in Bole Sub City of Addis Ababa. The data will be highly important for the success of this study.

And, you are kindly asked to fill out this questionnaire with your utmost honesty and transparency. I'd also like to assure you that the information you provide will be kept confidential and be used only for the purpose of this study. I would like to thank you a lot in advance!

### **Instructions**

- ❖ Do not write your name on the questionnaire.
- ❖ Put the "X" mark in the box provided, after reading each question item.
- ❖ For question items with no alternatives, please write your responses briefly in the space provided.

### **Part One: General Information**

1. Name of Kindergarten \_\_\_\_\_
2. Parent Age A) 20-25                      B) 26-31                      C) 32-37 D) 38-42 E) 42 above
3. Parent Sex A) Female                      B) Male
4. Educational Background A) PhD B) MA/MSc C) BA/BSc  
D) College Diploma                      E) 10/12 grade complete                      F) Read and Write

### **Part Two: Parents' Participations in Planning and Supervision of Kindergarten**

1. Do you actively participate in the planning and management of kindergarten?  
A) Yes                                              B) No
2. How frequently do you interact with the kindergarten school management?  
A) Once in a quarter B) Once in a semester C) Once a year D) Every month  
E) when serious problems occur.

3. Please briefly state the major responsibilities of kindergarten management committee.
- 3.1 . \_\_\_\_\_
- 3.2 . \_\_\_\_\_
- 3.3 . \_\_\_\_\_
4. Do you think parents' committee should evaluate and comment the contents of kindergarten program? A) Yes                      B) NO
5. If you have responded 'No' to the question 4 above, why not?
- \_\_\_\_\_
- \_\_\_\_\_

6. If you think parents should support the kindergarten, in what way can that happen?
- A) By providing the children required educational materials
- B) By contributing money or materials other than school fees
- C) By providing technical supports
- D) Others
7. What is the main communication channel between kindergarten and parents?
- A) Letter to parents through children
- B) Telephone call
- C) Conference
- D) Face-to-face discussions
- E) Others specify
8. How much tuition fee do you pay for your child/children per month? \_\_\_\_\_

### **Part Three: Parent-Teacher Relationship in Kindergarten Program**

1. Is there any communication between parents and teachers to support the objective of kindergarten? A) Yes                      B) No
- 1.1. Which communication channel does the kindergarten mostly use to communicate with parents?
- A) Meeting and discussions
- B) Telephone calls
- C) Face to face meeting with parents

- D) Conferences
- E) Letters
- F) Communication books
- G.) Others specify \_\_\_\_\_

1.2. Do you think continuous communication and interaction between children parents and kindergarten teachers is important? A) Yes B) No

2. If your response to item # 1.2 above is 'No', why not? \_\_\_\_\_

3. Do you positively respond to the questions/invitation made to you by the kindergarten?  
A) Yes B) No

4. Please state the main roles played by the parents towards creating and enhancing the smooth teaching and learning environment in the kindergarten.

4.1 . \_\_\_\_\_

4.2. \_\_\_\_\_

#### **Part Four: Suitability of Kindergarten Environment, Equipment and Facilities**

1. To what extent is the kindergarten environment suitable to safeguard the health and safety of the children? A) High B) Medium C) Low

2. Are the following basic in-and out-door play equipment and materials available in the kindergarten compound?

A) Ladders

B) Climbing frames

C) Merry-go-round

D) Slides

E) See-saws

F) Geometrical objects

G) Teaching materials for science.

H) Guidelines/directives/teacher guides, syllabus, children books, etc.

I) Specify others \_\_\_\_\_

3. Are the items listed in item # 2 above adequate to achieve the desired objective of the kindergarten program? A) Yes B) No

4. What are your general recommendations to improve the current practices and overcome the challenges of the kindergarten?

## **ANNEX C: STRUCTURED INTERVIEW FOR KINDERGARTEN PRINCIPALS**

The purpose of this structured interview is to collect data from kindergarten principals on the challenges of implementing kindergarten education curriculum in Bole Sub City of Addis Ababa. The data to be gathered by this instrument will be highly important for the success of this survey study.

Therefore, your utmost honesty, transparency and sense of professionalism are highly appreciated. I'd also like to assure you that the information you provide will be kept confidential and used only for the purpose of this study. The researcher would like to thank you a lot!

- Name of Kindergarten \_\_\_\_\_
  - Gender \_\_\_\_\_
  - Age of the Principals \_\_\_\_\_
  - Educational Background \_\_\_\_\_
  - Ownership of Kindergarten \_\_\_\_\_
  - No of students \_\_\_\_\_
  - No of Teachers \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_
- 1) Do you think the kindergarten curriculum developed by the Ministry of Education being implemented by your kindergarten?
  - 2) To what extent the physical plant, equipment, and facilities of the kindergartens are furnished to achieve the desired objectives of the kindergarten program?
  - 3) How often do the supervisors from the Ministry of Education visit your kindergarten?
  - 4) Do you follow up the academic performances of those children who have graduated from your kindergarten and joined primary schools?
  - 5) Provide your general comments and recommendations about the current practices, prospects, opportunities and challenges of kindergarten education.

Thanks again!

#### **ANNEX D: Interview with KG Expert at Bole Sub City Administration**

The purpose of this interview is to gather data for the Kindergarten Education Expert on the challenges of implementing kindergarten education curriculum in Bole Sub City of Addis Ababa. The data will be highly important for the success of this study. And, your utmost honesty and transparency is of paramount importance. I'd also like to assure you that the information you provide will be kept confidential and used only to achieve the purpose of this study. Thanks for your time!

Interviewees job title in the education office \_\_\_\_\_

Number of year of service in the current position\_\_\_\_\_

Educational Background \_\_\_\_\_

Gender/Sex \_\_\_\_\_

No of Public kindergarten in Bole Sub City \_\_\_\_\_

1. What are the level of awareness of the local community about the objectives and benefits of kindergarten education?
2. Does the Addis Ababa education bureau provide any technical, professional and material supports for the kindergartens?
3. Do Addis Ababa education bureaus and the sub city education offices conduct the follow-up and evaluation of the implementation of kindergarten education curriculum?

Thanks again!