



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHEVIORAL STUDIES**  
**CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION**

**ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD  
EDUCATION (ECE) CURRICULUM IN PRIVATE KINDERGARTENS: A  
CASE STUDY IN KIRKOS SUB CITY, ADDIS ABABA**

By:

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ADVISOR: ABRAHA ASFAW (PhD)

*Sep, 2023*  
*Addis Ababa*

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In partial fulfillment of the requirements for the degree of Master of Arts in Early  
Childhood Care and Education, a thesis was submitted to the College of Education  
and Behavioral Studies.

ADVISOR: ABRAHA ASFAW (PhD)

## APPROVAL SHEET

This is to certify that the thesis prepared by Taye Mammo, entitled: “**ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION (ECE) CURRICULUM IN PRIVATE KINDERGARTENS: A CASE STUDY IN KIRKOS SUB CITY, ADDIS ABABA**”, and fulfilled in part the requirements for the Master of Arts in ECCE degree, in accordance with the rules of the university, and in a manner that is of acceptable quality and originality.

Examining Committee signature:

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Chair of Department or Graduate Program Coordinator

## DECLARATION

I declare that ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION (ECE) CURRICULUM IN PRIVATE KINDERGARTENS: The Case of Kirkos Sub City is original to me, and that I have properly cited all sources I've utilized or quoted in order to acknowledge them.

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Submission approval sheet

As the thesis's university advisor, I have given my permission for this submission.

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Date of submission

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## ACRONYMS

KG:	kindergarten
ECE:	Early Childhood Education
MOE:	Ministry of Education
CECE:	Curriculum of Early Childhood Education
ECEC:	Early Childhood Education Curriculum
UNESCO:	United Nation Education Science and Culture Organization
UNECA:	United Nation Economic Commission for Africa
UN:	United Nation
ESDP:	Education Sector Development Program
OUA:	Organization of African Union
BA/BSc:	Bachelor of Arts/ of Science
MA/MSc:	Masters of Arts/ of Science
SBC:	School based Curriculum

## **ABSTRACT**

*The purpose of this study was to investigate early childhood education curriculum implementation in private kindergarten and to explore the status, conduciveness of instructional materials and facilities of the curriculum kindergartens (KG) or preschools use and identify the most pressing challenges that are influencing the preschools gov't curriculum implementation in Addis Ababa City Administration, Kirkos sub city. A total of 27 participants (Preschool teachers, principals, experts) were selected purposefully and involved on interviews. To gather detailed information from the participants and the observed kindergarten situations/contexts and settings, a qualitative case study approach was used. Accordingly, data were collected through interviews, observations, and document analysis. The data gathered from the aforementioned participants was coded, grouped under recurrent themes, and then interpreted accordingly. Findings of this study also revealed that KG schools used various kinds of curricula from different sources. Moreover, the study revealed that in consequence of these curricula from different sources (countries abroad and reference books establishing individuals and business doing enterprises), the curricula that were practiced in the KG schools were not age and developmentally appropriate. Finding of the study also showed that academic areas focused curricula and somewhat semi teacher centered and semi child-centered teaching-learning approaches were largely in practices in these KG schools rather than play-based approach of government curricula. Few KGs try to improve/upgrade the government curricula and apply it and others use another "school developed" curricula. Provision of the gov't curriculum, syllabus and teacher's guides were also being available to all private kindergartens in adequate amount without preconditions. The study also revealed good commitment of the government to promote KG school education. suggested points on the government curricula was it would better to prepare new highly integrated KG curricula or revisiting the existing competency-based partially integrated curricula partitioned into five thematic learning areas and upgrade it according to the age levels.*

**Key words:** *Early Childhood Education, Kindergarten, Preschool Curriculum, School Based Curriculum*

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Background of the Study

Undoubtedly, education enables people and society to take an all-inclusive part in the growth and development process by learning attitudes, knowledge (information), competence (ability), skill, aptitude, and values (socialization). Most importantly, the early childhood years learning lays the foundation for lifelong learning, future life and productivity. The formation of a child's personality for several purposes is the goal of early childhood education. Early childhood education also includes basic care in addition to instruction and teaching. Early childhood education should prepare a child to transition to primary school smoothly by fostering maturity and development (Härkönen, 2014). Gezahagne (2005) stated that “nowadays, the largest wave of early childhood educational activity is designed to facilitate appropriate child growth and development and overcome their cognitive (intellectual), social, emotional and physical potentials deficits.”

As stated by (WHO, 2012), “investments in early childhood education is believed to be critical in forming the foundation for life-long learning and providing children with the chance (opportunity) to reach their full potential.” This is due to the fact that early years is a key time for growth and development, and that early experiences or situations can have an impact on how an individual's life turns out in the long run. “Kindergarten strives to offer children a foundation for the development of social skills, self-confidence, self esteem, motivation and cognition. They acquire a variety of important skills, knowledge and attitudes that will affect their ability to learn, personal development, relationships and communication with others, and future participation in a great society” (Curtis, 1998). Morrison & Perry (1961) also argued that, “since children need certain skills and understanding to become intelligent citizens of their country, meeting the needs of the children with a school program will foster their best development.”

Sisay, (2016) also indicated that “early childhood education is termed as the foundation stage of education, where children experience rapid physical, emotional, intellectual, social, spiritual,

moral and growth.” Professional educators and laypeople alike are beginning to acknowledge the significance of kindergarten as a formative stage in a child's education. In past years, a number of states had incorporated kindergartens into their educational systems. In addition, our country and several regions are moving to include kindergartens as a recognized lower rung on the educational ladder.

According to Gezahagne (2005), “kindergarten education program will be emphasizing on creative play, social interaction and natural expression, also teaching social skills, and provide children with an academic foundation for next grade. In class, they are learn the alphabet, numbers and colors, they study their bodies, their families, and their communities, they listen to stories and read aloud, they make art projects (performing and visual arts), they participate in skits or short funny and dramatic productions and they learn about holidays, plants, animals and other topics in science and social studies. It strives to offer children a foundation for the development of social skills, self-confidence, motivation and cognition (the process of knowing).” By expanding children's play, a kindergarten teacher can encourage children to become confident in their abilities, self-regulating and work with other peers to solve their challenges. The first and most crucial method of learning in kindergarten is play, which is accomplished by creating a setting where children are free to interact with one another and a variety of carefully chosen materials. Children's learning, development, and growth are supported by teachers.

Evidence from UNESCO (2018) revealed that during their early childhood period, children are highly influenced by the environment, setting and the people that surround them. Thus, early childhood development and education (ECDE) are more than just primary school preparation (statutory schooling) (UNESCO, 2018). Kamerman (2006) also argued that “early childhood is very critical stage, every moment in early childhood education children needs follow-up, support, scaffolding, treatment, showing direction at a time and for the future, both mentally and academically.” Study by Adenike and Peter (2016) stated that “early childhood years in life are widely accepted as the most important period during which children experience cognitive, language, moral, spiritual, perceptual, socio emotional and motor development which they will need for future achievements and social functioning.”

For young children, having excellent early school experiences is of utmost importance. The foundation for later grades' acquisition of literacy, numeracy, mathematics, and socialization learning competencies is laid forth in kindergarten. The government of Ethiopia recognized the importance of early childhood care and education (ECCE) as a critical stage of development that require due attention and a learning sub level that needs great deal of investments (MoE, 2016/17). With the intention of having intelligent and creative children, the government itself indirectly supports the initiatives for private kindergarten by preparing the curriculum, by training teacher's as well as providing supervision, inspection and licensing (MOE, 2016/17).

In the last few years the private sector in urban centers has shown a growing interest in this opportunity mainly in Addis Ababa, Dire Dawa and capital cities of regions. However, it is only accessible for the very few children coming from well-to-do and middle income families. It is crucial to take into account the expansion of kindergarten in general and to its curriculum, human, material resource supplies, and basic facilities in particular. Moreover, the inadequacy of interrelated contents and non-indigenouslyness in the competency-based integrated curriculum of 2009G.C, and mode of presentation that can develop children's knowledge, cognitive abilities and behavioral/character change by level, to adequately enrich problem-solving ability, capability and attitude, are some of the problems of Ethiopian education system (MOE, 2015/16). Recently the private sector in all regions in urban centers is working to expand the kindergarten education for middle income community. The government provides strong supervision support by cluster supervision team based in a cluster school under woreda education offices in the two cities and all regional education bureaus.

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

The crucial importance of a kindergarten education curriculum had been suggested by various research evidences, for the present and future harmonious development of children as well as to make the children active citizens. Research finding by Carol (2004) indicated that “at pre-school level children learn from doing/acting or hands-on and minds on activities and that education should involve real-life/concrete materials and direct experiences and should encourage experimentation and independent thinking and acting.”

The Government of Ethiopia through the Ministry of Education has embarked on the development of Preprimary Sub Sector largely since the launching of the National ECCE Policy Framework (2010) impacted on further learning and significantly dwells on Early Childhood Development education. The overall goal of the ECCE Policy in Ethiopia is to improve child growth and development through improvement of ECCE services delivery. Since the introduction of the National ECCE Policy Framework (2010), there has been a noticeable improvement in the quality of ECCE services in the country. Enrolment and uptake of ECCE has drastically increased and generally awareness about the need for supporting ECCE has been done and getting proper attention in most of the country. Like other countries, the government of Ethiopia through the Ministry of Education is devoted to ensuring that all children going to pre-primary school have access and equal opportunity to education, regardless of their social class, ethnicity, background or physical disabilities. The sector annually tracks progress towards ECCE's access and equity through major indicators; such as Enrolment, GER, NER, GPI and Regional Distribution of ECCE centers and enrollments in 'O' Class, Child to Child, Accelerated School Readiness (ASR) and Kindergarten. Early Childhood Care and Education (ECCE) plays a crucial role in preparing children for primary education, and has the potential to increased levels of enrolment and reduce incidences of drop out and grade repetition, particularly for girls. The importance of ECCE is recognized by the inclusion of a specific indicator under Sustainable Development Goal 4; in line with this, one of the focus areas/indicators under the SDG is "Early childhood development and universal pre-primary education" (SDG 4, Target 4.1). "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education". In order to achieve the ECCE objectives, the Government of Ethiopia developed a curriculum, trained teachers and provided supervisory support. As a result, pre-primary enrolment is increasing every year.

According to (Kari A. Dietz, 2002) "Kindergarten teachers face diverse problems in curriculum implementation such as, lack of physical facilities, difficulty in assessment & evaluation practice, stating goal and objective, lesson planning and organizing child contents, activities, teaching-learning process, social environment problem, lack of administrative support and problems related to parental involvement."

The government created a Strategic Operational Plan and Guidelines for ECCE by the first year of ESDP IV in 2009 G.C. The plan encourages non-governmental organizations (NGOs), faith-

based groups, and private investors to help deliver ECCE. With the creation of a national steering committee, regional councils, and woreda technical committees, as well as the quick expansion of access to O-Classes as a reception year before grade one, ECCE was given priority by the government in the latter years of ESDP IV. These structures function in collaboration with other pertinent ministries, with a view to coordinate, support and monitor the involvement of stakeholders in ECCE. They had provided a foundation from which rapid expansion of ECCE was possible. These efforts had allowed the Gross Enrolment Rate (GER) for pre-primary to reach 34% in 2013/14G.C., of which around a quarter is in three year kindergarten and the rest one-year O-Class and Child-to-Child modalities. This is above the ESDP IV target for ECCE which was 20% (at the start of the plan from a baseline of 6.9%). This GER by the year 2021/2022G.C. reached 44% (MOE, 2014). Kindergarten is a program for 4 to 6-year-old children, three-year program at nursery, lower kindergarten and upper kindergarten at ages 3-4, 4-5 and 5-6 years respectively. This program has its own curriculum, trained teachers, administrative staff, and school compounds. Kindergarten (3 years): Most of the kindergarten schools predominantly operated by Non-Governmental Organizations (NGOs), communities, private institutions, and faith based/ religious organizations. Of the modalities, children who attend kindergarten are most likely to be sufficiently prepared for primary. The program is limited to the private sector and urban areas, and hence attendance in this modality is low until recent time. This program has its own curriculum, trained teachers, administrative staff, and school compounds. Most of the kindergarten schools are operated by Non-Governmental organizations such as communities, private institutions, and religious organizations. Currently, the total number of KG schools nationally are 4,840, from which only 545 (11.3%) of them are government owned.

In Ethiopia, the major challenges confronting private pre-school education are high fees, lack of proper implementation government standard curriculum, culturally relevant story books, lack of access to early childhood education for almost all children and especially children from low socio-economic backgrounds, lack of awareness about the value and type of care and education and misconception about children's learning (MOE, 2013/14).

Research played an important role in providing information that helped us establish the kindergarten's place in the educational system, raise public awareness of young children's

developmental needs, help teachers assess their own practices, and help administrators and policy-directing groups make plans for the welfare of kindergarten-age children.

Some studies have been conducted in Addis Ababa on challenges, significance, and potential advantages of early childhood education as well as factors affecting implementation of kindergarten curriculum in general. To mention few (Girma Silashi, early childhood education practice: The case of Akaki-kality sub city, practice and challenges of kindergarten education in wereda 12 Bole subcity of Addis Ababa by Bezawit Telgeta; the implementation and challenge of the policy set for early childhood care and education in addis ababa by Fedlu Redi Kelil, School Readiness Differences Between Children with Kindergarten and O-Class Background: The Case of Some Selected Schools in Addis Ababa by Fitsum Zewdu Mulugeta, Practices and challenges of Early Childhood Care and Education in Addis Ababa, Arada Sub-City Government Kindergartens by G/Egziabher Assefa, practice and challenges of pre-school education in Nefasilk lafto sub city of Addis Abeba by Tsegaye Seifu...). However, none of the studies had tried to study separately the implementation of early childhood education curricula in private kindergartens. the researches done so far and the researcher encountered before and during the study in the libraries are not separately deal with private kindergartens rather they take all types as a sample for their research undertakings. Therefore, because there hadn't been much research done on this topic, the researcher was particularly inspired to explore it, in the study area.

The initiation created while in apparent ship which is held in private kindergarten, to recognize the role of kindergarten education in the future primary education of children, the experience I encountered in enrolling my three children in private kindergartens, the choices of private schools by middle income families in urban areas because of using English medium of instructions and using imported curriculum of developed countries which majority of the youth of our country wishes to live and work for better earnings, the long lasting challenges of the education sector to enact the implementation of KG Curriculum in private KGs and the private schools owners non obedience to follow the direction set by the government. The challenges faced by regulatory bodies and the private education provider schools observed and experienced until the year of 2014E.C. was the rationale of doing this research. Besides to identify the main challenges facing private kindergartens to properly implement the ECE curriculum as well as to recommend solutions to reduce problems. Thus, This study's primary goal is to look at the Curriculum implementation of early childhood education and factors affecting its

implementation in selected few schools (7 private KGs) in 3 woredas of Kirkos Sub-City in Addis Ababa.

### **1.3. Objective of the study**

#### **1.3.1. General Objective**

The main purpose of this study was to assess or investigate the implementation of early childhood education curricula in private kindergartens in selected woredas and private kindergartens of Kirkos Sub-City, Addis Ababa.

#### **1.3.2. Specific Objectives**

The specific objectives of this study were:

1. To examine the extent to which private kindergartens use (put in to practice) the early childhood education curriculum designed by Ministry of Education;
2. To identify factors affecting implementation of early childhood education curriculum in private kindergartens;
3. To identify lessons for KG curriculum implementation in diverse contexts.

### **1.4. Research Questions**

In light of the above specific objectives, the study seeks to respond the following basic research questions:

1. To what extent do private kindergartens implement (put in to practice) the early childhood curriculum education designed by Ministry of Education?
2. What are the factors (both opportunities and challenges) of curriculum implementation in private kindergartens in Addis Ababa?
3. What are the implications to research, policy and practice?

### **1.5. Significance of the Study**

The proper implementation of early childhood education curricula had paramount importance for the benefit of the young children's development, to improve shortcomings as well as to maintain

the quality of education at early childhood level. Therefore, expected contribution/significance was indicated as follows:

- The finding of the study would provide baseline information/ideas for policy makers, planners, educators, practitioners, school principals, teachers, parents, and owners of kindergartens and other groups who are interested to optimize the quality of ECE curriculum and to realize the aim of its proper implementation in private kindergartens.
- The study would expect to help as a starting point for additional research on similar area of ECE curriculum implementation in the kindergartens located in different area of the country.
- The research's finding or conclusion also expected to help to indicate the preparation of new curriculum or upgrade the existing kindergarten curriculum in use – that is syllabus, teachers guide, children workbook to be age and developmentally and culturally appropriate for children of 3<sup>+</sup>-6<sup>+</sup> ages according to their level of grading or age categorization.

### **1.6. Delimitation of the Study**

Undoubtedly, the research would be more productive or successful if it covers all private preschools found in Kirkos Sub City. But such a large scale investigation demands a lot of resources, time, and labor. Hence, the study's concern with manageability is spatially delimited to limited number of private KGs in three woredas. These woredas are woreda 02, woreda 03 and woreda 05 of Kirkos Sub City.

Moreover, thematically/content wise the study was also delimited to examining the extent to which private kindergartens implement the early childhood education curriculum, examining the extent to which necessary infrastructure and facilities such as indoor and outdoor materials, physical environment and curriculum materials were appropriate and conducive in private kindergartens, identifying major challenges faced in implementing the early childhood education curriculum, exploring supportive services provided by the government to improve the proper implementation of early childhood education curriculum in private kindergartens as well as identifying the role of parent's participation and responsibilities to improve implementation of ECE curriculum in private kindergartens.

Furthermore, methodologically the study is limited to qualitative research approach in which qualitative data will be gathered with the help of in depth interview, participative observation and content/document analysis.

### **1.7. Limitation of the Study**

The study was not being free of challenges. In the course of the research, several problems were encountered. First, it had been also a challenge to get experts for an in-depth informant interview from government offices, and their partners. Second, the space, time and resource allocated for carrying out the study were another set of challenges. Third the owners of private kindergarten readiness to be supportive have its own factor. The permission of work time for the researcher was also difficult period due to the engagement in new 2-years kindergarten curriculum (O-class extension into two levels) development of the both the nation as a whole and the regions in particular. However, all these limitations identified in progress the study attempted to be managed by different alternatives and measures to be conducted in better ways.

### **1.8. Organization of the Thesis**

Organization of this thesis report consists of five chapters with different sub topics. The first chapter includes introduction, background, problem statement, study goals, research questions, significance of the study, study scope, and study limitations, and how the thesis was organized. Chapter two presents the review of related literature part. It is the third chapter which is dealing with the research methodology that includes research approach, data types and sources, sampling design and method of data analysis. Chapter four consists of data presentation, analysis, results and discussions. Finally conclusions and recommendations presented in chapter five depending on the major findings of the study.

## CHAPTER TWO

### 2. A REVIEW OF RELATED LITERATURE

#### 2.1. Historical Development of Early childhood Education

Early childhood development is the prime developmental stage for the cognitive, social-emotional, moral, spiritual, language and physical development of the child, it is the time when the brain is sensitive to the external influence, fundamental attitudes and values are formed, and pre-literacy, pre-numeracy skills, life skills and socio-emotional skills are developed in and out of school which are crucial for the well-being and success of the child in the subsequent years of development.

Early childhood education (ECE) refers to programs/packages for young children based on an express recommendation and clear curricula delivered by qualified teachers and principals, trained administrative and caregivers staff and directress and created to promote children's growth, development and learning, from birth to eight years(UNESCO, 2018).

According to Kamerman (2006), “over all global development of early childhood education was first get attention in the 19<sup>th</sup> century in Europe and North America, and then after expanded and extended to China, India, Latin America and Africa.”

Early childhood education had been created and named as kindergarten in the 19<sup>th</sup> Century in Germany by Friedrich Wilhelm Frobel. A modest kindergarten for children between the ages of 3 and 7 first started in Gresham in 1816. Frobel has created kindergarten with the principle that Children between the ages of 3 and 6 should work (learn and play) in identically organized spaces during the day. Participating in playing games and singing specially created songs, puzzles/riddle and interacting with materials and equipment designed/ created to teach a number of particular skills (Suzanne and Kristine, 2001).

Research evidence by Carol (2000) indicates “that Friedrich Wilhelm Frobel is generally considered as the founder of early childhood education and Friedrich Wilhelm Frobel was also the first or pioneer to design or formulate a curriculum specifically for the young children.” He was also the first and foremost person that introduced play as a key teaching and learning tool.(medium of instruction) in the kindergartens in 1839 G.C..

Kindergarten in general is a product of 20<sup>th</sup> century, beginning from 1940 to 1960's G.C. when the preschool education became the subject of serious studies by educators, psychologist, scholars and researchers. Ethiopia introduced modern kindergarten instruction in 1908 G.C. (1900 E.C) in Dire Dawa addressed to the children in French by the French embassy. (Bizunesh,1983:5). In Asmara, the second kindergarten was constructed in 1923 G.C. (Eretria- the autonomous administration province of Ethiopia before independence) by catholic missionaries. In Addis Ababa, the first kindergarten was established in the 1950s G.C. by a welfare organization and foreign community (Bizunesh, 1983:5). In 1971 G.C., 20 young women were trained as kindergarten instructors for six months in the communal center at Ras Desta in Addis Ababa. In August 1972 G.C., this training facility relocated to Debrezeit and started educating teachers, expanding the program to a full year. (Bizunesh, 1983:5). Additionally, in 1978 G.C., the ministry of education created the Yekatit 12 Comprehensive Secondary School in Addis Abeba as a kindergarten teachers training institute in partnership with UNICEF. (MOE,1984:54)

## **2.2. Objectives of kindergarten education**

The provision of information, skills, ideas and transmission of knowledge, as well as assets and values from generation to generation (from one age social group to another age social group) has played a significant role through human history. Because of this, all groups of people and societies regardless of their ages or developmental stages have established formalized systems for imparting knowledge to their young people and for understanding by children to know their community and society, its traditions, culture and to equip them for survival, these teaching and learning methods are essential (Academic American Encyclopedia, 1986: 537, Vol. 15). According to the Children's Family and Youth Welfare Organization of Ethiopia, the following are some of the objectives of kindergarten education in Ethiopia. (1992:7).

- To foster in the youngsters a sense of self-reliance and self-dependency.
- To cultivate and promote a favorable attitude toward work
- To raise young children with the enjoyable behaviors they will need in the long run.
- To educate children on their rights and obligations
- To get young children ready for a social life

- To make them innovative and creative while teaching them about nature and their environment.
- To instill in children a respect for, love of, and commitment to their community and country.

### **2.3. Curriculum and Child Development**

Curriculum is the cornerstone of learning. It provides for responding to inquiries on what to teach (content) and how to instruct/teach it (methods) by offering a blue print a philosophy for raising children to develop, grow and learn. Curriculum is a guide to teachers and caregivers in the field of early childhood education. Early childhood curriculum is supposed to agree to the following sets of assumptions as mentioned by Seefeldt and Williamson cited in carton and Allen (1993: 4-6):

1. Curriculum is related to overall program quality it defines issues like teachers' behavior, teaching styles, classroom organizations, and relationship with families, parents and others.
2. Curriculum must focus on development of the “whole child” and programmatically integrates all areas of development.
3. Play serves many functions for the young children and it is the primary mode for learning. Early childhood education curriculum should focus on these modes of learning.
4. Teachers must comprehend the curriculum's content and adhere to its philosophies and practices.
5. Teachers must be familiar with learning theories and child development. The teacher's first task is to understand the pupil.
6. Children are active learners; the curriculum should provide varieties of activities that make children to construct knowledge. Piaget put the activity of children as “From birth, children engage in the reciprocal acts of “assimilation” and “accommodation” in order to form, extend and expand the structures of their mind”

7. Curriculum should be developmentally and culturally appropriate - this is to indicate the degree to which the program is developmentally and societally appropriate.

Piaget further explained that the essential nature of human beings was their power to construct knowledge through adaptation to the environment cited in (Seefeldt, 1992:44).

Tina Bruce (1991:8) indicated the three parts in early childhood curriculum. These were:

1. the child's development (the child)
2. the child's access to curriculum and contextual sensitive (context)
3. what the child learns and understands (content)

The three parts of curriculum should get equal emphasis. When the three are not in balance, the quality of the curriculum is poor. Thus, early childhood curriculum is child-centered, the experts should know how child develops and learn, frame them, understand the context and determine contents the child should learn.

According to MOE (2002), the fundamental objective of pre-primary education is to promote children's holistic development in order to get them ready for formal/regular education (statutory schooling). On the other hand Wasserman (1993) pointed out that "the aim of preschool education program can be achieved through meeting the following goals by participating in the kindergarten program: children will develop confidence in themselves and their ability to learn, demonstrate curiosity and the ability to focus their attention, acquire a level of communicative competence that is personally satisfying, acquire social skills and abilities which enable them to relate to other children and to adults and remains true to their individual natures, being free to develop to their own potentials." Aggrawal (1997:57) also offers particular goals for pre-school and kindergarten education institutions. These were:

- To instill healthy habits and behavior in children, and the foundational abilities required for adjusting oneself, consisting of grooming, bathroom practices, eating, washing, and cleaning, among other things.
- To instill in the child a respect for others' rights, honors, and advantages while also helping them develop positive social attitudes, manners, and conventions.
- To encourage aesthetic/art of beauty appreciation

- To encourage the emergence of an intellectual interest about the environment and to aid in his global understanding.
- To improve the child's ability to communicate his ideas and emotions in a persuasive, accurate, and understandable manner; and
- To help the child acquire fundamental motor and movement abilities as well as a healthy physique.

#### **2.4. Quality of kindergarten curriculum**

In the broad spectrum of educational quality (Adams 1993). Dirbessa Dufera cites. However, there is wide agreement today on the fundamental components of high-quality education. Learning environments that are healthy, safe, protective, and gender-sensitive; Learners who are healthy, well-nourished, and prepared to participate in learning activities and acquire knowledge; learners who have the support of their families and communities; content that is reflected in appropriate curricula and materials for the acquisition of fundamental skills, particularly in literacy, numeracy, and life skills, as well as information on topics like gender, health, nutrition, HIV/AIDS, Nobel Corona(COVID-19), and other viruses prevention, and peace; Processes through which trained teachers use child-centered teaching and learning approaches in well-managed classrooms and schools and skillful assessment to facilitate learning process and reduce disparities; outcomes that encompass knowledge, skills and attitudes, and are linked to national aims/goals for education and positive participation in the society.

As stated by (Grisay & Mahlck 1991; Hawes & Stephens 1990 in Direbessa Dufera: 128) “the overall concept of quality of education is made up of three interrelated dimensions. These are: the quality of human and material resources available for teaching learning process (inputs), the quality of teaching practices or carry out (process) and the quality of results (outputs and outcomes). The quality of preschool education can be seen in different perspectives.” For instance, information found online identifies the following experiences as part of a quality preschool education. These are:

- The presence in favor interactions among teachers and children.
- The classroom is furnished with enough supplies, indoor materials, equipment and toys.
- Constant communication that includes talking, listening, and encouraging the use of reason also problem-solving.

- Offering activities and supplies to encourage respect for and an appreciation of diversity.
- Encouraging involvement of parents in all phases of early childhood education program.
- Smaller group sizes arrangements for effective delivery of teaching and learning arena.
- Fulfilling qualified teachers, principals and administrative staff, and undergoing supervision, monitoring and evaluation of all staff with continuous professional growth.

## **2.5 Curriculum Implementation**

Different scholars have defined the concept of implementing the curriculum in different ways. A definition given by Shindu & Omulando (1992:222) indicates: "it is the stage when the curriculum plan is translated in to reality through instruction in order to achieve the prescribed objectives." Fullan & Pomfret (1977) in Marsh (2004:65) define implementation as: "the actual use of a curriculum syllabus, or what it consists of in practice - teacher's guide and children's workbook". Keith Leithwood (2004:241) defined it as "a process - involving the reduction of differences between existing practices and practices suggested by educators or curriculum developers". Similarly, Fullan (1991:65) describes implementation as "a process that consists or putting in to practice of an idea, program, or set of activities and contents new to the children attempting or expected to change."

Pratt (1980:437) also reveals that the task of implementation will be greatly facilitated if the organization and design stages have been carefully executed and teachers have been consulted during the needs assessment. In other words, implementation occurs if all participants in the curriculum must have their behavior properly addressed. The goal, nature, and possible benefits of the innovation must be understood by curriculum developers, administrators, principals, teachers, supervisors and inspectors. The act of carrying out the plans and suggestions given by curriculum specialists and subject experts in a classroom or school is referred to as curriculum implementation. The conversion of a written curriculum into classroom practices is known as curriculum implementation. Curriculum can be divided into three main categories, regardless of definition or method: objectives, content or subject matter, and learning experiences.

Curriculum implementation is way of assessing whether the designed curriculum is put in to practice or use is examined. Unless assessment and evaluation of curriculum implementation conducted it is difficult to know whether or not the planned/intended curriculum is being implemented as scheduled and the prescribed aims/objectives and goals are attained.

Curriculum implementation examines whether the curriculum as it was developed, executed, and designed produced or could provide the anticipated results. (Ornstein and Hankins, 1998:320) as cited in (Amelework: 2007). Curriculum strategy is the process of defining goals, objectives, and a level to create a curriculum that complies with the needs specified (or addresses any issues or teaching gaps currently present).

Assessment and evaluation of curriculum implementation help to examine the strength and weakness during the implementation and the effectiveness of curriculum delivery after implementation. By outlining the connections between them, it streamlines the curriculum's components.

Among the factors of curriculum implementation the learner is the central figure in the curriculum implantation process. There are various factors that influence curriculum implantation, teaching approach and strategies, resources materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment etc.

## **2.6 Challenges of implementing kindergarten curriculum**

Curriculum implementation is defined as the learner acquiring the strategically scheduled or experiences, information, abilities, concepts, values, and attitudes that are intended to enable the children to effectively and efficiently function in a society.

The curriculum must be put into practice by an implementing agent. According to Stenhouse (1979: 4), “the teacher is the main agent in the process of implementing the curriculum. According to her, implementation refers to how a teacher chooses and combines the different knowledge, facts, and information that are included in a curriculum framework document or syllabus. Implementation occurs when the learner interacts with the syllabus created by the teacher, the teacher's personality, the teaching learning materials, and the teaching environment/surroundings”. Curriculum implementation is the procedure a teacher does to change officially organized or designed study courses into lesson plans and work schedules (contents and activities) that are taught to children. Preschool / kindergarten education have actual and potential benefits, but there are still some issues that must be solved before its potential for fulfillment is realized. Concerning difficulties executing the kindergarten

curriculum (Snow et al., 2003), and Bredekamp et al. (1992) referred to that “child based, family-based and neighborhood, community and school-based problems are basic problems to implement kindergarten curriculum as planned.”

**Child based:** includes severe intellectual and cognitive impairments in children as they age, hearing impairment, early language impairment, and attention deficit hyperactivity disorder (ADHD).

**Family based :** includes family history of education, home literacy environment (ability to place value on education, literacy, press for achievement, availability and instrumental use of reading, playing, technological materials, and reading with children), opportunities for verbal and nonverbal interaction, home language, socioeconomic status, and very little or no parental involvement in the school..

**Neighborhood, community and school-based :** also takes into account factors like the child's school, the teacher's qualifications, the curriculum, the family's place in the cultural and economic community, the neighborhood where they live, the availability of equipment, the family's pedagogical practices, etc.

## **2.7 Infrastructure and Facilities of kindergarten curriculum**

In an early year's education program, setting up suitable indoor and outdoor spaces is important for curriculum development. Planning must take into account the historical experiences and developmental stages of each child as well as the needs and wants of each individual child and group of children.

### **2.7.1 Indoor Environment**

The attributes of a flexible, structured classroom provide a variety of clearly outlined learning facilities, activity centers or interest centers, where resources are gathered around unique groupings and common activities. These facilities encourage children to learn and provide them the freedom to discover, experiment, and engage with their surroundings at their own rate of development.

Preschool classroom setup and organization require more precise and accurate planning. Early childhood education classrooms might include the following learning centers: “books; language and listening; dramatic play or a home living area; an art center; sensory activities with manipulative; woodworking; cooking; water, sand, and mud play; blocks; music and movement; science, discovery, and nature; math; social studies; computers; humanities, etc.” Similarly, the strategic guidelines of the MOE (2010:53) “stated learning environments in preschools should have wide varieties of encouraging/stimulating play and learning materials that promote not only simple thought but also higher thought processes like puzzles, riddle and guessing games, stories and fairy tales, visuals rich in color and items, etc.” It must be as well welcoming, providing there are many opportunities for interactions among children as well as between children and adults/grown-up persons. However, the rotation and constant introduction of new materials stimulate curiosity. How many of the areas are used at the same time depends on the timetable, the number of children in a classroom and the help main teachers have by their assistants and many other factors. Children may go at their own paces and make decisions that will help them become more self-directed, which will enhance their self-control, thanks to the well-organized settings. In a school context, children must feel included. The setting should convey to the

children that "we care about you." Every young child, for instance, ought to have a personal space with his name & picture (portfolio).

### **2.7.2 Outdoor Environment**

The emphasis in the choice of outdoor tools and materials for all children is on age-appropriateness, toughness, and safety. The outdoors should provide a range of stimuli for play and discovery and support growth in the physical, intellectual, creative, emotional, and social spheres. Ministry of Education (2010:54) "also stated in the strategic document that outdoor play equipment must be well maintained, clean and developmentally appropriate that can provide ample opportunity for creativity and development of different skills. Play equipment should also be arranged in a systematized manner to allow for accident-free play."

Outdoor playthings as suggested by Jackman (2001: pp. 40-41) include: "permanent and take-apart climbers, sturdy wooden crates and barrels, railroad ties surrounding sand box, tire swings with holes punched in several places for drainage, slides, inner tubes, balance beam, tricycles, wagons, other wheeled toys, plastic hoops, chimneys, rubber balls of various sizes, mounted steering wheel, sturdy cardboard boxes, etc., can be used in preschool/kindergarten setting."

While simultaneously keeping in mind the abilities to be cultivated, you should come up with novel ways to incorporate both indoor and outdoor activities inside and vice versa. When playing outside, safety comes first. There should always be two adults or more watching the playground. "Outdoor time requires adults who are playful, have sharp senses and quick reactions, and who will closely observe children," McCracken, as cited in Jackman (2001:pp.36-38). Save reading, resting, team meetings, even casual chats with other adults, parent conferences for occasions that are more suitable. Your watchful eyes may be able to stop an injury.

### **2.7.3 Materials and Books**

The best materials to utilize in a classroom are those that may be used in a variety of ways and are open-ended. A good example of an open-ended, multipurpose material is a manipulative that can be put together in a variety of ways and used in various activities. (Miller, 1996, pp.65-66). Children should be able to "read" books on their own, in small groups and in pairs. Teachers ought to have access to books as well, so that they may read to children in read aloud session. For children who don't like reading regular books, there are alternate modes such as stories on

tape, filmstrips, and movies. Do not misinterpret /get the wrong idea about/ well stocked cupboards in an early development school with the greatest and newest materials as the only indication of an integrated curriculum that takes development into account. The way that resources are given to children, how easily they can access them, and how freely children are invited to explore and play with the things are all signs that they are being used to their fullest potential.

## **2.8 Teaching Methods and Assessment**

### **2.8.1 Teaching Methods**

According to Rodriguez and Albo (2016) demonstrated that there is not one single best method for everyone in all contexts, and that no teaching method or technique is inherently superior to the others. In addition, it is not always possible, nor appropriate, to apply the same techniques to all learners. It is very important for teachers and learners to understand the different techniques of teaching and learning. Moreover, when choosing the best one, several factors have to be taken into account, such as the age, objectives, environment, learning styles, needs, context, previous knowledge, mother tongue, aptitudes, backgrounds, ambitions, attitude, and even the length and the time of the lessons. It also implies encouragement, dedication, time and effort. For example to teach language education for children eclecticism (mixed techniques of teaching) approach is the best.

There are many different preschool/kindergarten education teaching methods. Some of them are:

#### **1. Play-based Method**

Research shows play-based teaching-learning process for young children can provide a strong basis for later success at school. Children and play are inseparable or part and parcel. Children are naturally/intrinsically motivated to play. They support the development of socially competent learners, able to face challenges, decision making skills, able to control emotional feelings, improve motor skills, self-confidence, communication skills, reasoning, taking turns and create solutions.

Robertson and Morrissey (2018) describe play can be in the form of free play-child initiated (activity that is spontaneous and directed by the child), and guided play (also child-directed, but

the teacher is involved in the activity as a co-player) with intentional teaching. Both will provide opportunities for both free and guided play. For example, while children are playing with blocks, a teacher can pose questions that encourage problem solving, prediction and hypothesizing.

Integrated Teaching and Learning Approaches in play-based method can be takes place through:

### **Child-directed play and learning**

This learning occurs when children lead their learning through exploring, manipulating experimenting, investigating and being creative in ways that they initiate and control. Children have a right to choose any activity based on their interests. The teacher's major role will be creating a conducive, suitable and appropriate learning environment for children's activity.

### **Guided play and learning**

It occurs when adults are involved in children's play and learning, following children's interests and responding to spontaneous learning opportunities as they arise. Teacher's main role will be guiding, facilitating, asking questions, giving small instructions, setting rules, taking charge contributing to and encouraging children's activity.

## **2. Role play**

When left to their own devices, young children enjoy playing out fantasies at any time and in any location. Children can pretend to be in another place or to be another person or an animal or bird.

Role play promotes children's cognitive learning, creative thinking, imagination and problem solving skills.

Children can do role play through:

- a) **Observation:** learning through observation and reflection happens when a group of learners watch a specifically constructed role-play using actors, simulators or even played by the tutors. The preschool educator should also allowed children to come up with their own pretend activities while at other times the teacher may purposely select a theme for them. For example, pretend of cultural dressing style, shopping, doctors, farming, motherhood etc.

b) **Modeling:** Helps to learn a concept or an idea through participation. For example children can learn about history and historical figures by acting out scenes. While adults can participate in a constructed scenario- like an angry customer, worried patients etc.

c) **Skills development:** The participant can practice and develop skills such as calming down an angry client, negotiating with customers etc.

For setting up a role play center, the space should be large and demarcated by shelves, walls and furniture; child-friendly furnishings; and suggested materials (accessories, puppets, child size home set up and props).

### **3. Story Telling and Reading**

Using storytelling when teaching children is a valuable strategy that is often incorporated by parents almost unconsciously. Storytelling is telling a story to children about a fictional or real-life experience. The narration typically has a key point or lesson that children should understand by the end of the lesson. Children love listening to stories, and while they listen they learn (new words) as well. They not only learn new words but also new ideas, norms, values feelings and experiences.

Storytelling teaching strategy has many benefits.

- Boasts creativity

Listening to a story instead of watching a video allows the child to use his/her imagination and thought more fully. This creativity process encourages free thinking and the formation of innovative ideas.

- Increase verbal skills

By telling a story or reading a book out loud, children are introduced to the intricacies of language that can be difficult to teach outright without a solid foundation. It is important to introduce children to new words and solidifies their pronunciation.

- Increases understanding of different subject matter

Storytelling can be used to bring tedious subjects to life such as history lesson that starts a child of their age. This strategy enables the child to more easily identify with the subject and can deepen understanding.

- Improves awareness of virtue

Many stories can be used to support the virtues that are important in the society, family home and child's school. Stories that develop character traits such as courage, wisdom, honesty, kindness and open mindedness can be used to set the stage for emulation.

- Increase their attention span

Storytelling can improve children's attention level for a certain situation. An engaging story draws in even the most fidgety-restless or nervous child and encourages them to listen for the details as well as the highly anticipated ending.

- Stories are a great way for children to learn life skills.

In general, storytelling has more benefits as effective methods of developing and teaching preschoolers. Because it involves many medium of communication for example use of gestures, songs, dances, movements etc. Stories broaden the knowledge of children and the cultural beliefs and activities. It also establishes good relationships among preschoolers and their teachers.

#### **4. Dramatization**

Children like to play freely, in various roles and acting out different experiences. Preschool can provide a few simple settings to create the right atmosphere that enabling them for self-expression. The use of dramatization encourages children to learn and consolidate learning, as well as the development of all the senses, creativity, critical thinking, life skills, self-awareness, self-confidence, language, and observation. Dramatization also exposes children to different cultures and can be a way to get important messages to the children. It is also important for children with auditory impaired ones. Improvisation different situations and preparing theater are some of the example of dramatization.

## **5. Music and Movement**

Children love rhythm, music and movement. Music brings pleasure to children and offers avenue of expression to children, which closely relates to that of language. A simple song accompanied by music brings children to a happy state of mind and engages them more and more specially in rhythmic activities. It also helps children to memorize the words and tone. The songs are to be short and in local mother tongue, so that child can learn easily. To produce music and rhythm, simple, low-cost play equipment's can be used. There are many ways to make sounds and rhythms that increase children's enjoyment, from the available waste materials.

Rhymes and songs will help the preschool child add new perceptions and information items to his previous body of experience and this make new events and experiences more meaningful. The teacher may prepare rhythm, music and movement about important cultural practices, ethics, interpersonal relationship, creativity, etc.

## **6. Open ended Questioning**

From an early age, children use questions as a means of communicating with each other and with adults. Therefore, questioning is an effective pedagogical technique for the teacher to promote learning and development with all children.

Early Childhood Educators should use open ended questioning as a pedagogical technique as this form of questioning assumes that there is no right or wrong answer. There are many possible answers, levels of understanding and openings for children to express what they actually know, think and feel. Open questions encourage children to endlessly hypothesis about how the world works, or to predict outcomes of a particular activity or event. Open ended questioning also important to extend the children's learning and they may raise questions and probe themselves. But closed questions limit the answer that the child can give – it 'closes off' options to elaborate or share further thoughts or ideas. It is important when we seek factual information, for example, to find out the names of flowers, a pets name or the rules of the early childhood setting.

So preschool teachers should avoid questions that require a yes or no answer; ask children how, when, where, what or why; ensure that questions follow a logical sequence and are pitched appropriately for the age and ability of the child; use short sentences; ask one question at a time

to avoid confusion and focus on a single event. The preschool teacher may ask children; how was the breakfast, how was the activity, etc.

## **7. Discovery Method**

It is a method where Children are encouraged to solve issues on their own, at their own pace, either singly, in pairs, or in small groups, or to discover information they previously did not know about something, its traits, and potential uses. Children who use the discovery method are encouraged to solve problems independently, to be curious, and to develop their scientific abilities. Observation, reporting, manipulation, and posing and responding to questions are a few examples of scientific skills. This approach is frequently employed when a teacher wishes to help students understand ideas that are challenging to describe or that contain words that are unclear or challenging to understand. The technique can be applied to tasks like sorting, matching, and jigsaw puzzles as well as building with building blocks. Additionally, it can be employed in categorization and sorting exercises, measurements, and activities involving time, space, speed, and amount.

## **8. Discussion**

Young children engage in conversation on a particular topic of interest using this type of interaction. The preschool teachers should provide or introduce a specific topic with questions for children. In small groups, they will share their opinions and offer suggestions towards the idea being brought forward. Children benefit from discussion because it fosters socializing, knowledge sharing, language development, character development, and the development of leadership qualities. It is very important for teaching large classes, when you have a lot of content you want to get across to the children in a short amount of time, as well as when you have few learning resources. Peer learning is also supported by discussion.

## **9. Field Trips/Excursions**

Taking field trips with the children in your class is another approach to connect the young children in the community. This is a method where learners are taken out away from the classroom to interact with the environment so as observe, recognize, study, discover, and analyze various circumstances while concentrating on the desired learning objective. Such trips are an

enriching part of early education curriculum that add a special dimension to classroom learning by providing firsthand experience that books, pictures, or discussions alone cannot provide. Young children need to see, hear, feel, taste, and touch their world to connect words and ideas to locations and people within their community.

It is important to make learning relevant in the real world; make fun, excitement and mental stimulation; to promote independent learning, information and skill sharing, and expanding the child's worldview; brings children closer to their environment so they may enjoy it and protect it; and promotes appreciation of nature and sharpens aesthetic sensibilities.

The process includes deciding what an appropriate field trip should offer, choosing the place, visiting the site, arranging the trip, going on the trip, organizing the activities that will follow, and reviewing the trip. The preschool educator and the school community should consider the processes of the field trip entirely.

## **10. Demonstration Method**

Demonstration implies the presentation of a planned sequence of activities or objects to a class of young children for their observation. It is commonly used to teach manual skills in physical education, fine arts, etc. Demonstrations require careful planning, skillful guidance and control of a teacher. During demonstration preschool teachers should focus on practice by guiding preschoolers practicing the activity. Here, children do not remain passive because after looking at certain skills and procedures, they will have given chance to practice under the careful guidance of the teacher.

## **11. Project Method**

A project is the co-operative study of a real life situation by a class under the guidance of a teacher. Project method is one of the most effective ways of arousing interest. A method in which the teacher is responsible for the planning and organizing the work, he/she is expected to cover facts by him/her. Children should know clearly what to do. The project and each section of it, must fully engage the pupil's lasting interest. It must be worthwhile and have an educational value. It must awaken curiosity and create a demand for new information. It must present

problems which the children have to solve by thinking hard. The preschool teacher should start by guiding the children to choose a project area of concern.

### **2.8.2 Assessment**

Assessment is the process of watching, documenting, and otherwise recording the work that children accomplish and how they do it, in order to make a range of educational decisions that will have an impact on the child. Assessments shouldn't be based on innate ability but rather on how individuals' interact with their surroundings and how they develop new skills that play to their advantages as learners.

Assessment monitors the way in which the child develops in the environment, which may be group-based or home-based with a child-minder. It is about tuning into the child. Evaluation (what the child is given) must be connected to assessment (how the child is progressing).

(Jackman, 2001) Stated that: "The following methods of observing and recording are often used in the assessment processes of preschools: anecdotal record, checklist, case study, reflective log or diary and portfolio assessment". Early childhood specialists are certain that assessments of children's learning must be appropriate and authentic, with little to no standardized testing included.

## **2.9 Preschool Teachers**

### **2.9.1 Teachers Qualification and Experience**

Kindergarten teachers must possess a credential from College of Teachers Education or the Teacher Institute's 10-month preschool teacher training program, or have completed a two-month training program to improve their abilities of practical works in guiding, directing and supporting kindergarten children and expertise, particularly in the area of "active learning techniques or performance based teaching of young children". In accordance with the Strategic Operational Plan and Guidelines for ECCE (2010: p. 56), these preschools must use a child-centered approach to instruction that involves the children directly in the learning process.

### 2.9.2 Role of Teachers

As indicated by (Jackman, 2001: p. 56). “The teacher should take different roles in the school in order to achieve the objectives of the school. Among the major roles of the teacher in an early childhood education are facilitation, participant in activities with children, communicator of parents, and encourager of engagement of all children.” As a facilitator, s/he should be responsible for controlling the atmosphere as well and “role model” in any of his/her activities with children. The teacher must also “engage in activities with children” instead of explaining what should or must be done. Teacher as “communicator of parents” is the most crucial role for them to play in earning parents' trust and support (Miller, 1996, p.70-76).

In an early childhood setting, regulating the environment is another crucial duty for teachers. Understanding child development has a direct impact on management in early childhood care and education, defining a philosophy, as well as setting objectives.

According to Gordon and Williams Browne, who were referenced by Jackman (2001:p.34), “the teacher’s role as a supervisor and manager includes being responsible for setting up and maintaining a safe, developmentally appropriate environment, observing and listening to the children, on-the-spot training for aides and volunteers, and communicating with parents. The teacher should set clear, consistent, and fair limits for classroom and playground behavior, guide younger children toward appropriate ways to relate to others and to function in a group environment.”

Jackman (2001:p.34-35) emphasized: “appropriateness to remind children of the rules in a simple, clear, and reasonable way for the age of the child and listen when they express their feelings and frustrations”. If at all possible, it is good to explain the reason for the rule. For instance, “The water stays in the water table so the floor will not be wet. Someone could fall on the wet floor.”

Children frequently go through dramatic and strong emotional phases. The successful regulation of children's outward displays of emotion is a component of early childhood education management. A teacher must set boundaries for the children's behavior, assist the child in identifying his feelings, and provide a healthy outlet for those feelings. An illustration, “I know

you are angry with him, but I cannot let you hit him. You may hit the play dough instead.” “Use your words to tell her how you feel.”

A teacher ought to serve as an example of how to explain the behavior of the children to one another. “I think he wants to play with you.” “I think she needs to play by herself for a while.” Instead of saying don't, a preschool teacher might utilize suggestion or redirection. It is helpful to say “Sand stays in the sandbox,” instead of “Don't throw the sand!” Teachers need to tell children what is expected of them in a positive manner. When working with children, it is common to see accidents happen as a natural part of a child's day. If water pours over the table, it is appropriate to say “please get some paper towels to clean up the water” and “I'll help you clean that up,” you protect a child's self-concept while allowing her responsibility for herself.

The teachers ought to be in the proper location at the proper moment in the right way to notice what works and what doesn't, because they are the ones who plan, administer, and assess what happens in their own classroom. The teacher is present to motivate, adapt, assist, evaluate children, and support the curriculum while it is being implemented.

### **2.10 Parents participation and responsibilities in kindergarten**

In a wide range of populations, parents' involvements have been found to be a significant interpreter and analyst achievement of education. Parents can get involved by taking part in the program's daily activities or by helping out with the center's management responsibilities. Both the child and the family/parent will benefit from active parental involvement in the preschool and kindergarten years. (<http://www.vicroads.vic.gov.au/preprimary/>)

One of the main deciding elements and contributors to a child's creation of a holistic/integrated personality is their relationship with their parents. Parents who give their children the necessary attention to progress (growth and development) will help them become contributing members of society. Lilley (1967:114): “the expression conveys that parental love, support, and monitoring of their children's daily activities are more crucial for their continued development, growth and education.” According to (Marrison, 1986: 49), “parents who visit the schools where their children attend classes have a good chance to understand their children, the teachers, and the entirety of the school's operations.” Parents who communicate their thoughts, feelings, and suggestions with educators give them more direction about their children, which aids the teachers in modifying/adjusting their lessons. Working parents can also keep up good relations with the

staff and gain knowledge how the school is run /functions by taking part in parent committees, phoning and conversing with teachers, and attending conferences and bi-annual general meetings sponsored by the preschools. (<http://www.vicroads.vic.gov.au/preprimary/>)

When spending money on the education of their children; they (the parents) have opinions relating to caliber of the preschools. They anticipate that education will support their children in acquiring the knowledge, values, and attitudes required to lead fulfilling lives and contribute to their communities both at home and abroad. Direbessa Dufera (2010:124).

According to Terri Jo Swim (2009), “children do better in school if their parents are engaged in their education. Parents can encourage their children and show an interest in their education and learning by doing a variety of things, such as offering encouragement.” a parent can anticipate that educators will be cognizant of cultural and intellectual differences, considering the relationship between the school and the community, and supportive of parental involvement in school activities. Additionally, it educates parents on the value of education and what their children are learning. With this knowledge, parents will be better equipped to speak with teachers and other caregivers, share pertinent information, and inquire about their children's development.

Parents will also be better able to understand the teacher's assessment and evaluations of their children's learning and collaborate with the teacher to enhance and assist their child's development; if they are aware of their children and aware of teacher's observations. One of the many ways parents can get involved in their child's education is by attending parent-teacher conferences, serving on the school association, discussing with their child about school at home, and reading to them. Various studies have demonstrated that collaborations that respect parents' legitimate responsibilities and roles can give parents the chance to participate in decision-making regarding a variety of preschool and kindergarten activities.

Parents can participate in the policy-making council, various subcommittees, fund-raising initiatives, and other matters pertaining to children's education. The importance of parents' participation in their children's learning, including their involvement in assessments, Access to information and representation in governing bodies need to be emphasized. The institution must introduce the idea of school responsibility toward parents concurrently with an increase in parental involvement in their children's education (Curtis, 1998: 135).

### **2.11 The role of government in kindergarten education**

Government has a crucial role in the creation of policies and educational programs, curriculum design and development, standard setting, supervision, monitoring and inspection, etc. Kindertartens are predominantly operated by local government, communities and non-governmental organizations such as faith-based (religious) institutions mostly in urban areas. Therefore, the government encourages the private sector, none governmental organizations (NGOs) and communities (MOE, 2007:2). The government Kindertartens education policy framework and strategic operational guidelines set conducive situation for the expansion in the previous ESDP's (IV and V) and on the undergoing five years (ESDP-VI) is to establish and to run preprimary education. Pre-primary education is provided through different modalities kindertartens, "O-class", and child- to- child including accelerated school readiness programs. To help underprivileged rural children, the government has been implementing child-to-child programs and pre-primary schools that are affiliated to primary schools. (school age population of 4-6).

## CHAPTER THREE

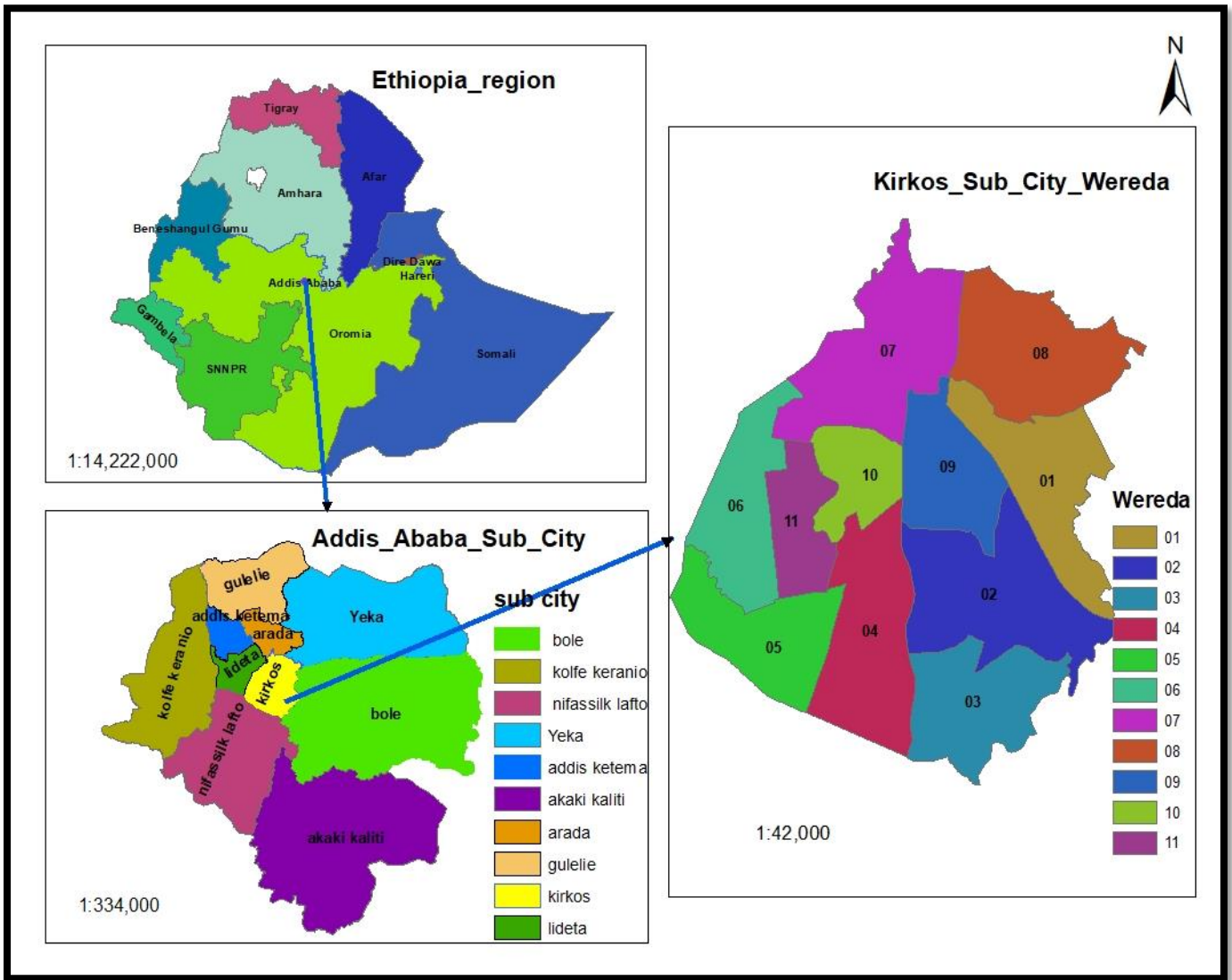
### 3 RESEARCH METHODOLOGY

The chapter consists of definition of the study area, research design, research approach, data sources, sampling design, target population, data collection instrument, data analysis technique and data presentation.

#### 3.1 Description of the Study Area

The largest and most important city in terms of politics, economy, culture, and history is Addis Ababa. It is recognized as both a state and a city. It is a chartered city and where the federal government of Ethiopia is located. It serves as the headquarters for the previous OAU and the now African Union. Along with many other regional and global organizations, it is also home to the UNECA (United Nations Economic Commission for Africa) headquarters. It is Ethiopia's biggest city. Addis Ababa is one of the cities with the most rapid growth on the continent. It is home to more than 30% of Ethiopia's urban population. Every ten years, its population has nearly doubled. The population was 1, 412, 575 in 1984, 2, 112, 737 in 1994, and is now estimated to be 6 million. It is predicted that this number would increase going forward, 12 million in size in 2024. (UN Habitat, 2008).

The metropolis is split up into 11 sub-cities (four internal and 7 peripherals), which, after city administration are second-level administrative levels. Kirkos Sub-city is one of the 11 Sub-cities in Addis Ababa City Administration. It is one of the four internal sub cities. It covers the area of 1464.72 hectares. The second administrative subdivision after city administration, kirkos sub city is located in the central part of Addis Abeba and is bordered by the Nifas Silk Lafto and Bole in the south, the Lideta's west side, the east by Bole, and by Arada and Yeka, to the north. At present, the Sub-city is divided into 10 Weredas and 41 Sub-weredas, 146 Suffers, and 474 Blocks (Kirkos sub city atlas, 2019).



**Figure 1: Administrative map of Addis Ababa city and Kirkos sub city**

Source: (Kirkos Sub City, 2020)

### 3.2 Research Approach

The primary goal of the investigation is to evaluate implementation of early childhood education (ECE) curriculum in private kindergarten of selected Woredas of Kirkos Sub City. In order to accomplish the stated specific objectives, the researcher employed a study of a qualitative case research approach. Qualitative case study approach helps to deals with subjective assessment of attitudes, opinion and behavior of respondents. Through procedures like interviews, qualitative research methods can examine attitudes, behavior, habits, and experiences in an effort to elicit a detailed response from participants. According to Sahnk (2002), qualitative research entails: “a

form of systematic empirical analysis/inquiry in to meaning in which researchers try to understand how others make sense of their experience”. Hence, the researcher believed that qualitative research approach is more suitable that helps a thorough inquiry to obtain information regarding the research questions raised.

### **3.3 Source and Types of Data**

The researcher made use of interview and documentary analysis data on early childhood education curriculum implementation.

In addition to interview of preprimary education experts, and woreda education supervisors, school principals and senior staff of kindergarten teachers, data sources, documents were employed for the study. The researcher reviewed pertinent materials such as position paper, general curriculum framework, flowchart, syllabus, minimum learning competencies, teachers guide, and practice book; children’s achievements and communication books, textbooks (workbooks), and periodic reports to analyze and understand the status and implications of KG curriculum implementation in private preschools.

### **3.4 Sampling Design and Population**

#### **3.4.1 Population**

Administratively, there are 11 sub cities in Addis Abeba.. The research was carried out in one of the sub cities. From Kirkos sub city three purposely selected Woredas of Kirkos Sub city, namely Woreda 02, Woreda 03 and Woreda 05. It was purposive due to the reason that the researcher had good knowledge and experience about kindergartens in the aforementioned Woredas during my school supervision and apparent ship. For this study, the researcher selected seven private kindergartens from thirteen in the aforementioned three Woredas. The kindergarten principals and senior staff of the seven kindergarten teachers constituted the study's intended sample. Moreover, the three Woreda’s preprimary/primary education experts, and cluster supervisors had been the targeted group of this research.

#### **3.4.2 Sampling Technique and Sample Size**

For the purpose this study, the researcher employed purposive sampling technique which helps for in-depth understanding of topic under investigation. Because, purposive sampling targets

individuals who had better source of information, and may teach you a lot about the topic being studied, which in turn help researcher to make the research more reliable and valid.

Accordingly, the investigator selected purposively the study area (Kirkos Sub city) and 3 Woredas. There are a total of 13 private kindergartens in the 3 Woredas selected for this study. The researcher intended to cover at least 50% private kindergartens in these Woredas. Accordingly, a total of 7 private kindergartens: 3 private KGs (*Birhan Academy, Narod Academy and Dandi Boru from Woreda 02*), 2 private KGs (*Adey Abeba and Future Talent from Woreda 03*) and 2 private KGs (*Sunny Side and Soliana Academy from Woreda 05*) were purposively considered as a sample for this study.

In the selected 7 private KGs there were 120 teachers. In order to accomplish the study at hand two senior staff of kindergarten teachers (considering gender) and one principal from each seven kindergartens, a total of 21 key informants had been included for an in-depth interview. Moreover, 2 preprimary/primary education experts, and 4 supervisors from the three selected Woredas of Kirkos sub city, a total of 6 key informants had been taken for interview. In general, an in depth interview had been conducted with a total of 27 key informants.

### 3.5 Data Gathering Tools/Instruments and Procedures

According to Hunter (1989) and Patton (1987) as cited in Yamane Gama Dulo (2005), “using more than one data collection techniques in a single study helps the researcher to substantiate or confirm the strength and correct the defect of any one source of data.” Accordingly, for this study, qualitative data would be generated using different data collection instruments such as in-depth (open-ended) interview, direct observation and document analysis. A detail discussion for each data collection instruments is given below.

**IN DEPTH INTERVIEW:** For this study a semi-structured type of interview guide questions prepared and used to collect data from 14 private kindergarten senior teachers and 7 school principals, 6 preprimary/primary education experts, and supervisors. The interview results were documented, classified, and organized following each session.

**OBSERVATIONS:** Due to the fact that this study is qualitative in nature, observation had been given due attention during data gathering. The aim of observation is to draw pertinent data from classrooms- indoors and outdoors play areas that supplement an in-depth interview. Hence, direct classroom observation had been conducted while the teachers were teaching. Consequently, in

the classrooms usage of instructional techniques, assessment ways and procedures and interactions, number of children in each section and interactions between children and teachers as well as among children had been observed. Using observation checklist, two classrooms observed for one period in each seven sampled private kindergartens. Besides, Organization of the supply materials and equipment, as well as the setup of the activity centers (corners) and classrooms had been the main focus of the observations. In the outdoor, playground, supply and arrangements of play materials and equipment observed in all sampled kindergartens.

**DOCUMENT ANALYSIS:** Educational documents with the Addis Ababa City Administration Education Bureau, Kirkos sub city, the three Woredas education offices and cluster supervisors centers and the selected private kindergartens reviewed carefully. The researcher intended to review significant document available in the private kindergartens such as student and teacher numbers, teaching qualifications, and so forth, availability of curriculum materials-like syllabus, teachers' guide and practice book/workbook/ of the children.

### **3.6 Methods of Data Analysis and Presentation**

In this study, the qualitative data that gathered through observation, interviews, and document analysis by thematic way of using content evaluation of the curriculum, an individual interview with all participants, observations in classrooms and outdoors in an integrated manner of the three tools/instruments. Finally, the result of analysis presented descriptively in the form of text, tables and graphs as it necessitates.

### **3.7 Ethical Consideration**

The study would observe ethics. Before starting collecting data permission asked from the concerned kindergarten administrations/owners. Then, the purpose of the study explained to the participants and their consent to answer questions in the interview guide were asked. The participants also informed that the information they had provided would not be given to a third party. The information that the participants provided were used only for the study purpose. In addition, the researcher ensured or guaranteed confidentiality by making the participants anonymous or unidentified. All the aforementioned procedures had been done to avoid unnecessary physical and psychological harm to respondents of the research undergone.

## CHAPTER FOUR

### 4. DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

In order to accomplish the study goals through the resolution of the fundamental research issues, the obtained data were presented and examined in this chapter. The information was gathered from Kindergarten principals, school teachers, woreda education office experts and cluster supervisors through in depth interview, and observation of both in indoor and outdoor settings as was described in the methods section. The collected data and document analysis from various sources were arranged, analyzed, synthesized and presented qualitatively.

#### 4.2 General Background Information of Respondents

Under this sub section demographic characteristics such as sex, age, and standard of education and professional experience as teacher in this kindergartens were described and outputs are summarized in the following table 4.1

**Table 1: General Background Information of the Interviewed Teachers and Principals**

S. No.	Item	Age Category	Respondents in	
			Number	%
1	Age	20-29	9	43
		30-39	10	48
		40-49	2	9
		50-59		
		>= 60		
2	Sex	F	20	95
		M	1	5
3	Educational status	KG TT College Certificate	3	14
		KG College Diploma	5	24
		Other Field College Certificate	2	9.5
		College Diploma & KG Certificate	0	0
		College Diploma	1	4.7
		BA & KG Certificate	3	14
		BA & KG Diploma	1	4.7
		BA/BSc	5	24
		MA/MSc	1	4.7
4	Experience as teacher in the kindergartens	<1 year	0	
		1-2 years	0	
		3-4 years	4	19
		5-6 years	4	19
		>6 years	13	62

Source: Own computation from Primary data, 2022

With regard to sex of respondents, majority of teacher and principal respondents 20 (95%) were females while 1 (5%) is male. This shows which the vast nearly all the studied teachers in the kindergartens were women. Regarding the gender of Kindergarten teachers, the standard adopted by MOE (2010), demonstrates the female teachers are preferred in kindergarten settings. Additionally, it conveys the idea that female teachers might take on motherly duties when instructing young children in kindergartens. Aggrawal's (1996) study: “further demonstrated the necessity of assigning or turning over the education at kindergartens to female teachers, who are thought to be better suited to the task of instructing at this sublevel.” Considering that the majority of the teachers in the examined kindergartens were female, who are capable to provide motherly affection for the young children, it can be inferred that positively affects how well children learn. As illustrated in Table 1 above, majority of the interviewed respondents, 10 (48 %) were in the age range of 30 – 39 years followed by age range of 20 – 29 years which accounted for 9(43%). While the smallest number of respondents, 2 (9%) were in the age range

of 40 - 49 years. In general, majority of respondents were aged between 30 – 49 years, and which implies that, the age of interviewed respondents in an active working/productive age group, and thus could correctly reply questions and issues related to ECE curriculum implementation in the private Kindergartens, which implies that the respondents have rich experience and so that they can adequately reply to questions related to issues under investigation.

Concerning Teachers and Principals educational status, 3 (14%) was found to have KG training certificate and 5 (24%) have KG college diploma educational standard. The other fields college certificate are accounted for 2 (9.5%). Other Teachers and Principals educational qualification1 (4.7%), 3 (14%), and 1 (4.7%), have college diploma, BA & KG certificate, BA & KG college diploma respectively, 5(24%) teachers have BA/BSc in other fields of study. One teacher and vice director have MA degree. This demonstrates, all teachers have either completed secondary education or have the above educational standard. More importantly, majority of interviewed teachers were found to have BA/BSc degree. This implies that the qualification of teachers could significantly determine the proper implementation of ECEC. One of the demands is that teachers must at least meet national educational requirements for their particular job, which is consistent with numerous examples that demonstrate that the effectiveness of teachers determines to a high or great extent the excellence of kindergarten education program provision (Decker and Decker, 1988:204).

In the studied private kindergartens, generally speaking, instructors are more educated than the standard adopted in the Addis Ababa city administration which requires secondary education complete; preferably with short term Kindergarten or preprimary school teaching training. The learning of children could benefit from this. The following item in the table indicates profession of respondents. These are teachers and directors of the kindergartens. There are 6 directors and 1 vice director which are interviewed. The 14 informants are all teachers.

The fifth item in table 4.1, demonstrates the educational experience of responders who work as teachers in the kindergartens. In this regard, the majority of responders 13 (62%) possess more experience than six years. The remaining 4 (19 %), & 4 (19%) have served 3-4 years and 5-6 years respectively. Thus, significantly more than half of the kindergarten teachers in the studied kindergartens had worked in between three and more than six years.

Fuller (1991:280) asserts “the possession of a fair number of years of teaching experiences would put teachers in a position to employ different techniques of teaching, to identify learning difficulties in their children, and give remark about their different attributes.” Heffernan and Todd (1964:4) suggested that, in support of this: “rich professional experience of teachers enables them to practice different teaching skills, to integrate new knowledge and information and basic skills with current practice in kindergarten.” Consequently, it would be possible to infer, based on academic opinion and the information gathered, the vast majority of the studied teachers of kindergartens and least amount of teaching experience, which could lead to the proper execution of the program for education.

**Table 2: Characteristics of Respondents - Cluster Supervisors and Woreda Education Experts**

S.no.	Item	Alternatives	Respondents		Total Respondents	
			No.	%	No.	%
1	Age	20-29			6	100
		30-39	5	83.3		
		40-49	1	16.7		
		>=50				
2	Sex	F	1	16.7	6	100
		M	5	83.3		
3	Educational status	College certificate			6	100
		College dip. & KG Training certificate				
		BA/BSc	6	100		
		MA/MSc				

Source: Own computation from Primary data, 2022

As table 2 above shows, the initial item of the table above the age range of responders is from over 30 years to up to 49 years old. Majority of them 5 (83.3 %) were between thirty and thirty-nine years old, while 1 (16.7%) was in the range of forty to forty nine years.

The second item of the table shows, the educational experts working in woreda education office and school supervision cluster centers. Only one woman (16.7%) is working as a supervisor and the remaining 5 (83.3%) are males. The proportion of male to female is extremely higher. The trained human power in woreda education office is still male dominated. The third item of the

above table shows, all of the respondents are degree holders mostly in educational management and planning area/field.

### **4.3 Extent of Implementation of ECE Curriculum Designed by Ministry of Education in Private Kindergartens**

To determine how well each researched kindergartens has implemented ministry of education curriculum, the respondents were asked a variety of questions about the objectives, contents, instructional materials, teaching methods, preparation and use of teaching aids, assessment strategies, and problems encountered. The responses were examined as the following.

Accordingly, key informants were asked question about ‘what do you think about the extent to which this private KG is implementing (put in to practice) the ECE curriculum designed by Ministry of Education as compared to ECE curriculum designed by the private KGs school itself’. Here respondents were asked to identify the extent to which the ECE designed by Ministry of Education as compared to the curriculum designed by private KGs itself in each kindergarten. The majority of responders (teachers and directors) said we use both curriculums. Based on government curriculum additional points added and certain topics found easy for the children is reduced and replaced by us (the schools) and the improved or upgraded one is used for instruction. Amharic language curriculum developed by the private KGs is also slightly differing from the government integrated curriculum of the third thematic designation of using language properly. English language is the school’s curriculum and General Science and math’s subjects are given separately to the children in English medium besides the thematic Ministry of Education curriculum which is given in Amharic medium of instruction.

Respondents indicated that, the gov’t curricula do major focus on play based learning method while, the private curricula do major focus on knowledge and memorization of facts and information. We observe in private KGs curriculum overload of contents. The teacher should sort what to teach the children. The gov’t curriculum is below the developmental age and stage of children. The basics the gov’t curriculum contained seem that the children in private KGs acquire it at home and family level. The school’s curriculum is tough as compared with the Gov’t. The private KGs in the sub city do not have standardized and uniform curriculum.

Most respondents replied that the school based private KGs curricula are the most practiced. If we completely practice the Ministry of Education curricula parents refuse for their children to go to our kindergartens, they rather send to the nearby government KGs. We highly enrich the gov't curricula and work. One KG responded the school is working by developing the MOE syllabus itself, by its own do not have school based curriculum. The school prepares supplementary workbooks for the children. The school uses Amharic and English medium of instruction.

One of the school clusters supervisor said that the government curriculum is not adequate. It should be seen against the current generation and present technology advancement. The government curriculum does not seem appropriately fit the private KGs, hence some KGs try to improve it and apply it and others use another school developed curricula. The curriculums seem below the developmental level of children at all kindergarten age categories.

Another school cluster supervisor responded that According to the five thematic areas the contents and activities developed to the children are adequate enough. I think it is appropriate to develop children's different aspect of development (physical, intellectual, language, social and emotional and moral) if practiced properly. I suggest, if there comes some activities and contents to be improved with time change it is welcome.

Woreda educational expert had said that the government curriculum is not adequate. The curriculum is prepared by 2001E.C. I cannot say it fits the children of the day. The advancement in technology around the world and in our country as well has an influence not to be adequate. There are private schools which develop the gov't curriculum and give. Some of the private schools use English as medium of instruction. They also give English subject in different categories (spoken, spelling & phonics, reading, writing). Others use both Amharic and English language as medium of instruction. There are also KG schools that use the government curricula.

Another cluster supervisor explained that, since there is a generation change it (gov't curriculum) does not fit the current/existing children. It is not sufficient enough. The children come to KG school after they have learnt a lot at home. The curriculum lags back. All the curriculum components (syllabus, teacher's guide, children workbooks ...) are found to be below standard. The other supervisor said I think the curriculum realizes the objective of ECE. Mainly four subjects are included. These are: Language (Amharic and English), mathematics, environmental science and physical education. The mode of delivery is play based so it is better. Woreda

educational expert had said that the private KGs develop their own workbooks for the children. The private kindergartens believe the Government curriculum is not adequate. They go beyond that. Consequently, based on the findings, it would be possible to understand that the revisiting of the curricula is necessary.

During the course of this study efforts were made to identify whether the tendency of ECE curriculum implementation was towards implementing the ECE curriculum designed by ministry of education or towards the one which is designed by the private KGs itself. In this regard, some teachers said the tendency is towards the schools. Parents' need their children get knowledge and facts more than the way of provision of the learning in play method. The additional subjects prepared in the private KGs are given in English language. We add contents and activities referring from different KG curricula. The parents feel the gov't curricula have limitation in preparing the child for grade one education. They feel government prepared curriculums do not fit the children well. The curricula do not have strong enough contents and activities to impart knowledge and skills in it to the children. The curricula provision is based on full of play and we think it do not prepare the child for grade 1. It seems back with almost one year developmental age and stage of curriculum package. Some teachers' suggested it is better to prepare new KG curricula. The Gov't curriculum lags behind of the generation and technology. The KG schools' curriculum makes the children competent. We believe the KG school's curriculum have better contents. The schools' curriculum is wide and tough while the Ministry of Education contents are shallow and not go to the depth. The gov't curriculum is intended to meet national standard. While the private KGs curriculum intended to meet international standard. The school curriculum tends to enhance English language skill for the children. They think the provision of the curriculum by two languages helps the children to prepare well for later learning.

Moreover, key informant respondents were asked whether they got a chance to compare the two ECE curriculums in their stay in these private KGs or not as well as to indicate advantages and disadvantages that had been identified. Accordingly, respondents indicated that the gov't curricula give a lot of days for limited contents and activities. The gov't curricula developments do lack practical activities as much as required to enable the children. The gov't curricula lag behind by one level from the private package which is upgraded in children workbook developed in the KGs. Government English curriculum is below average where as private KGs English

curriculum is above average. Advantage of gov't curricula is used play based approach learning method. The gov't curriculum seems to go according to the age of children. The research done by Girma Silash is in line with this finding. "The private KG school has its own textbooks/workbooks that can be used by children at all levels (KG 1 to KG 3). The government curriculum totally focuses on 'playing children'. As a private school, we try to fulfill the requirements set by the government but did not strictly follow the themes developed by the government. We have prepared text materials that serve as textbooks for KGs. These textbooks are developed by teachers which will be revised at the end of the academic years to include and/or exclude items relevant for the children. Sometimes we see other kindergartens textbooks and foreign country experiences, like India. By using these materials through play based approaches, we are able to satisfy our clients' interests, parents, and develop the holistic development of our students." As cited in Girma Silashi (2014).

#### **4.4 Status and Conduciveness of Necessary Instructional Materials, Infrastructure and Facilities in Private Kindergartens**

##### **4.4.1 Materials, Infrastructures and Facilities**

The study indicated that the private schools have an ECE curriculum (the syllabus and the teacher's guide) designed by Ministry of Education in adequate amount. As teachers and directors of the kindergartens said, every teacher have teacher guide, syllabus and related curricula materials. The government (Addis Ababa city administration education bureau) children workbook is not supplied for private kindergarten schools. The children workbook is one which developed by the private Kindergarten schools.

As observed in these private kindergartens Adey Ababa and Dandy Boru kindergarten have adequate and standardized classrooms. The others five kindergartens have a classroom sizes below standard. The outdoor space of all kindergarten is not adequate to occupy the necessary amount of equipment in the area they have. The facilities differ from kindergarten to kindergarten; the majority of the kindergartens have enough amount of furniture, toilets, manipulative materials and others.

The woredas education offices make available the guidelines and different manuals for teachers in the KGs. New arrivals also reach the private Kindergartens as sooner as possible. One of the supervisors said about the materials and equipment the following; in private KGs the materials

and equipment are adequate for the children. In government KGs they are inadequate. During and after the break out of Nobel Corona (COVID-19) virus iron made materials and equipment are not used, instead the plastic materials and equipment are recommended for children learning. These plastic materials and equipment help in reduction of transmission of Corona virus. These materials and equipment are not adequately seen in government kindergartens.

All most all interviewed teachers said, adequacy of materials and equipment helps to provide lessons in variety of ways to the child.( in play, hands on, manipulating and using musical instrument and movement and body activities using mat and gymnastic materials) shortage makes limitation to provide learning in different ways and performing activities set in the curriculum. The principals also emphasized shortage of materials and equipment limits the skill development tasks. If there are adequate materials and equipment the teachers and the children use it to do activities. The adequacy of materials and equipment makes the learning easy and unforgettable.

Woreda supervisors and experts responded, if adequate it enables the children to develop their talents and abilities. Adequacies enable them to practice well in skill acquiring activities. Children love touching, seeing and working with them. The adequacy facilitates learning and gives a chance for the teacher to focus on all activities. The shortage of materials and equipment implies less quality education provision. There will not be sufficient enough hands on learning. There achievement and skill development will be lessened. If it is in shortage they will be hindered to acquire the skills. The personality development into full scale will be under question. Observation shows that classroom materials and equipment organization in the kindergartens, Narod & Future talent kindergartens both have inadequate and a tidy layout with well-defined work areas while the rest 5(five) kindergartens provide sufficient and organized work areas with clear boundaries. The corners are fully furnished with the tools and supplies required for each specific task, except Narod kindergarten which does not. Only in Soliana & Narod kindergartens have work area, children's reading books, and toys which are displayed at children's eye level., while in the rest 5 (five) is not in the children eye-level (fixed on the wall above their height). Sunny side & Birhan kindergartens have inadequate book corner (variety of books) while the other five have adequate. Narod & Adey Abeba KGs have inadequate tables, shelves, benches, and chairs but all are child-sized and comfortable to use while the others have adequate furniture

which are all child-sized. Sunny Side & Birhan kindergartens have inadequate Exploratory materials (puzzles, matching games, play card) while the other kindergartens have adequate.

Observation about each kindergarten's organization of outside areas and equipment reveals, in Soliana and Future talent kindergartens inadequate outdoor area is provided per child while relatively there is enough outside area for each child. in the remaining 5 (five) kindergartens. In all kindergartens play equipment and supplies which were chosen to accommodate developmental stages of children were found to be adequate. In all kindergartens the positioning of the playthings and equipment found to enhance children cooperative and collaborative play activities.

According to a study by Fantahun Admas (2016), “the majority of preschools and kindergartens in Addis Ababa operate in rented properties with inadequate indoor and outdoor spaces for children to explore, play, and practice outdoor activities and life skills.”

The price of equipment is high due to the taxation rate since it is considered as luxury materials. Most of them are imported from China and Turkey.

Educational materials and equipment should be considered as ordinary items and the taxation rate should be reconsidered. Indigenous storybooks are expensive and not available easily. Better promotion and support be given by gov't bodies for them to flourish. Let the teachers do teaching aids which is not available in the school, since there is an opportunity for this task. The creativity of teachers increases when they engage in material production process in kindergartens and home.

#### **4.4.2 Teaching -Learning Methods and Assessment Techniques**

Responding to methods of teaching and learning in addition assessment techniques used in the KGs, majority of respondents from all KGs replied that, a lot of methods of Teaching and Learning are used. They indicated that mostly the child-centered approach is used. Other teachers said that we use different ways of giving exercise to the children like worksheet, exercise book and printed workbook to strengthen learning. About the methods of teaching and learning effectively implementing by preschool teachers to teach preschool children in these KGs are song, music, individual learning, group discussion and demonstration is also the one mostly used in KGs. There are also teachers who listed some methods of teaching these are song, play, group work, oral presentation of children, storytelling, video show, practical lesson provision, tell and show, games, flash card, question and answer, lecture, project work, revision were well

indicated methods of teaching and learning, by interviewed teachers. The least effective teaching method used is field visit. Team teaching method was among the basic teaching methods identified during interview and class observations where main teachers and assistant teachers handle each class.

Regarding assessment teachers interviewed said, continuous assessment is well implemented in the schools under study. Assessment techniques are oral question, test, home taken exercise and classwork. They said that, we use rubric, portfolio, and weekend competition by level.

The methods of assessment most frequently implementing in these private KGs suggested are:

In Soliana KG and Sunny side KG paper and pencil test way of assessment is in use. Every two months test and in four months semester Exam is given. Home taken exercises are delivered in every two days. Portfolio recording are used and every weeks change is recorded about the child in his/her file. Weekly test is provided to the children on the exercise book prepared for this purpose. We do follow the children activities and movements. A most effectively used assessment technique is question and answer. Final tests/exams are the least effectively implemented b/c their occurrence is only two times. Other KG teachers ideas were very similar Worksheet, homework, oral question, classwork, portfolio, test, quiz, and rubrics (excellent, average, and needs improvement) observation and practical work. Most effectively implementing are worksheet, practical work, quiz. Least effectively used is final test. Evidence suggests that evaluations of young children (beginner learners) ought to be based on ongoing observation in both indoor and outdoor settings. Instead of only paper and pencil test, it should be an ongoing process. Instead of focusing only on the students' attendance within a classroom, it should consider their actions, views, as well as efforts (Isenberg and Jalongo, 1993:319). “An assessment with multiple sources and measurements will give a more accurate, wide-ranging, and complete picture of the child. Additionally, it offers constant feedback or response between educators, children, and parents”. To recognize specific needs, wants, shortcomings as well as strengths of children, focused observation with a clear goal is more fruitful (Neaum and Tallack 1997:71).

## **4.5 Factors Affecting the Implementation of ECE Curriculum in Private Kindergartens and Alternative Strategies/Solutions**

### **4.5.1 Factors Affecting ECE Curriculum Implementation in Private Kindergartens**

In this study efforts were made to identify major factors affecting the implementation of ECE curriculum in private kindergartens. Accordingly, in the first place the study tried to look in to the status of adequacy and professional competence of kindergartens teachers. In this regard, most teachers in the private KGs stated that in terms of adequacy the all interviewed senior teachers stated that all most all preschools under study have adequate number of teachers. We have 3 personnel for each class (main teacher, assistant teacher and babysitter). Regarding competency, one school principal explained that the competence of teacher is not to the standard required. The assistant teachers in our school are a completers of grade 10/12 no training they have it is the main teachers who mentor them. They get orientation at the beginning of the year by the principal. Other KG school teachers said there are diploma graduate. There are certificate owners. Caregivers are grade 10/12 complete. There are also schools who respond we have sufficient amount of teachers. We have teachers who have adequate experience; their education level is certificate in kindergarten training. We say their professional competence is well. Their competence is sufficient enough according to the criteria of the Ministry of Education standard. There is in-built supervision and evaluation by the director and mentor teachers in few kindergartens these brings change on teachers performance.

Interviewed supervisors responded that in terms of adequacy there is no problem in Private kindergartens. Whereas, in terms of professional competency there is problem, some KGs teachers have only teaching certificate and most of teachers in private kindergartens are those who hold degree in other fields. Moreover, supervisors indicated that some of these teachers are also those who learnt in the old curriculum of KG teaching courses. Key informants indicated that most teachers are given short term training by the KG school itself and deploy in teaching and learning.

Most of the kindergarten or preschool teachers are untrained or have very limited trainings or are less trained (Tsegai, 2015). Additionally, Kassahun's (2013) research supports “the majority of Early Childhood Education teachers have irrelevant or only very slightly relevant qualification.”

From observation and document analysis it was proved that the teaching methodologies in almost all KGs under study are in good status. Their qualification is also is not as earlier studies.

Regarding constraints/challenges related to methods of teaching and learning and assessment methods that private kindergarten teachers are facing. In these kindergarten schools applying story telling technique of learning has a limitation due to fewer books in the private kindergartens.

Few parents limited follow-up to their children is a challenge for smoothly running of methods of teaching and assessment.

One kindergarten teachers said during Novel Corona period field visit method of learning faced difficulty. This method by itself is difficult to practice because stake holders are many and different and costly to implement. Moreover, sudden announcement of the reduction of the ending time of the school calendar of 2014 E.C by two weeks by the city education bureau (gov't) was also identified as constraints to go according to the schedule set by KGs earlier.

Dandi Boru KG school vice director stated about the sort of problems faced, the curriculum implementation is only in first language (mother tongue- the language which a person has grown up spending from early childhood) according to gov't curriculum. The parents need is English language learning as a subject matter and also English as instructional medium. This issue is one of the challenges between the curriculum developing government bodies and the private KGs. The gov't curriculum difficulty level is not as child's level of development and experience. The school has video assisted learning. The rooms are equipped with electronic learning materials and equipment. Amharic and English medium audio-visual learning contents are provided to the children in the classroom according to the allocated time table.

One cluster supervisor replied that the curriculum should be changed. It is the one prepared by 2001E.C. Now days some schools are on the way not to use it. The children level of development is changing rapidly due to the changes in the technologies. The technologies make basic learning available to the children through media. Another cluster supervisor also mentioned that the contents of the curriculum seem not properly set. This curriculum does not give the children the skill, knowledge and attitudinal change to the required level. I think it's being under standard that make the private KGs not to put into practice.

The third supervisor explained it in different way the impact of Corona virus to use outdoor equipment for proper implementation of the curriculum made its shade. The fourth supervisor responded as no problem is faced. The curriculum is sufficient enough. The curriculum considers the age and stages of children at all the three levels. In gov't KGs the materials and equipment requirement has faced shortage for proper implementation. The class size being below standard at both institutes (gov't and private) is a problem for better implementation.

#### **4.5.2 Alternative Solutions Suggested for Further Improvements of ECEC**

Interviewed teachers, school principals as well as Woreda supervisors were asked to react on alternative solution and strategies for future improvement of ECEC implementation. Accordingly, teachers said that ECE curriculum should be designed in collaboration among organized group from private school, parent and Ministry of education.

One woreda supervisor recommended that, reducing the types of subjects given by the private KG's is necessary. A supervisor suggested change or revision of the current curriculum considering the situation of the new generation. Another supervisor also said that bringing new curriculum or revising the existing curriculum with provision of necessary and adequate training for teachers. He also said that, multi-modal teachers upgrading training programs for KG teachers are mandatory. In addition, KGs classroom size standardization should be given attention. Respondents also stated that metropolitan cities changes are very rapid, so curriculum revision may not wait the regular countries period of revision of the curriculum. From year to year new teachers' employment is mandatory due to turnover. Regular on job refreshment short term trainings are essential for proper instructional delivery of teachers to the children. To satisfy the trained human power need of the sub-sector, the use of different modalities of teachers training. Facilitating for the purchase of teaching and learning materials and equipment by government bodies was another area of recommendation by interviewed key informants. The guideline about the private schools standard should be revisited. Revision of the requirements to be fulfilled by the private KGs. Guideline of inspection needs updating from time to time to use for determination of the level of the kindergarten schools because of their dynamic nature.

#### **4.6 Role of Parent's Participation and Responsibilities to Improve Implementation of ECEC in Private Kindergartens**

Regarding parent school relationship teachers and directors responded that the relationship is very good. There is communication book through which the daily performance of children and their behavior exhibited each day is reported to parents. In addition, the schools communicate parents with telephone if necessary and even if things looks serious we call parents with letter. Almost all interviewed teachers and principals indicated that there is high and frequent follow-up about their children's learning performance in private KGs except only few parents who don't give necessary follow up. The interviewee said that there are many parents who know the objectives of Early Childhood Education. They add that some parents even recommend the area their children to be helped. Interviewees were asked to react on mode of communication and follow-up. Accordingly, respondents said that some parents use telephone communication way for their follow up. Besides to this, during duty day we directly contact parents to discuss together about the children.

From the study it was ensured that the Dandi Boru School can be an exemplary where the school parent relationship is very good as compared to other KGs under study. According to interviewees, the parents' committee of the school is active and communicates on-line. The school is open for parents at any time, and the baby sitters daily communicate with parents, guardians and contract transport providers of the children, the school prepares annual meeting for parents. The school principal said that we meet three times a year with parents during their visit about quarterly achievement of their children. The school has communication dairy and logbook- which is used to identify slow learners and other behavioral and discipline problems of the children to separately discuss with their parents. We have telegram channel with parents and we communicate with telephone for any serious cases since we have their cellphone numbers of both families. According to respondents view, there is also a teacher who stated that parents take as schools duty to do all activities for the child growth and development after an age of 4 (the preschool entry age).

Regarding parents' a thorough understanding of the goals of the kindergarten learning some respondents said, we think they have. They follow their children on daily basis. They accept comments given from the teachers. They are very close to the teachers about their children. Low level income individuals even try to enroll their children in these private kindergartens. They

come with questions about the child's progress. There are parents who follow their children regularly and intensively and there are also who do not follow. There are also teachers and directors who said, a few in number have clear awareness and most of the parents have little awareness.

Alternative strategies suggested for improvement of parent-school partnership, by teachers and directors are as follows, more closeness, to discuss the gap of the individual child. Intensive follow up of their children. Check-up of communication books at home regularly and paying due attention to it and do uninterrupted signing.

Research demonstrates unequivocally that when parents are engaged as members of the learning community, schools flourish. For children to achieve better in preschool, parents' participation is essential. According to Suivant (2006), "children perform better in kindergarten if their parents are highly involved in their education, which implies the goal of preschool/kindergarten program, could not be achieved if we cannot take parents into consideration." In keeping with this, Choudhury and Choudhury (2002: 172) "explain that home and schools are two worlds for preschool children, which total development takes place. Parents and teachers must be work together for better understanding of each other, guiding the children cooperatively for more improved welfare of them." However, in the kindergartens that were investigated, this was quite mild.

Respondents mentioned provision of training for parents about their duties and responsibilities; the partnership for the child care and education. Periodical delivery of child rearing information and related lessons by brochures to parents by the kindergarten owners. Insist health facilities to give training to parents on feeding, nutrition, hygiene, healthcare, sanitation and the like are some of alternatives recommended by interviewees. Others suggested that prepare a chance of discussion during daily intake of children being appearing early in the morning, during lunch time by making available the teachers in the kindergartens and during the handing over of the children to the parents. The one who do not come at the meeting when called should improve their presence in school for betterment of their children.

#### **4.7 Supportive Services Offered by Government to Improve the Proper Implementation of ECCE in Private Kindergartens**

Concerning the supports a sub-city and woreda education offices are providing for kindergarten schools for proper implementation of the ECE curriculum the directors and some teachers said, the supervisors have monthly follow up program with the schools. Both preprimary/primary experts and supervisor visit the school. They monitor the schools monthly. They give feedback usually. They evaluate the teaching and learning process and mode of facilitation of learning by teachers. Training was provided by this academic year 2014 E.C. (on daily lesson plan preparation) others said; Woreda education office has a cluster for supervisors, who regularly follow the kindergartens. The supervisors have scheduled visit to the schools. They evaluate the teachers by attending their class. They give advice and coaching. They arrange short term training on different topics found necessary. They arranged competition session in the schools they follow. The zonal experts come to school for inspection only. Their duty is to check whether the standard set is met, so they do control part not support us.

Director of one school explained as follows: It is good, they have schedule with the school. They regularly follow the change within the school. They discuss with principals. They evaluate the administration aspects of the KG schools. Woreda education office has cluster supervisors team and they regularly come and visit the school and the teachers. They evaluate the learning process and administrative issues. They give feedback and advice for the teachers seen. The supervisor comes for support they give advice and direct the proper ways. They tell us the strong side of us and advise us to improve the weak side they observed during classroom observation. They observe our teaching learning process repeatedly. They give feedback every time. We have friendly approach with the supervisors. They coordinate schools to prepare questions and select one representative teacher from each KG school. The cluster supervisors prepare experience exchange among the schools. Learning opportunities are provided by the education bureau.

Regarding the support given by woredas the supervisors said that, we have scheduled supervision in the KG schools. We evaluate the teaching and learning by visiting each and every class. We also prepare checklist and evaluate administrative issues in the school. We give advice and take comments from school principals and teachers. We prepare experience exchange. The sub city inspection team and quality control visits the schools. Another supervisor responded we provide

clinical supervision for teachers and directors and also do administration supervision. There is also checklist based support. We identify the gap of teachers and support. We also work on community relationship to strengthen the school community partnership. We also work in mobilization issue to collect input for the schools. The sub city assigns teachers for the schools, prepares experience exchange with other sub city school which has good performance. The regulatory body in the sub city level does the inspection. Set the standard of the schools. And give feedback to improve and fulfill the missed elements. They inform the good things observed and the shortages noticed to woreda education bureau to do the follow up during operation time.

We see a number of activities in the schools. Such as: continuous assessment implementation, school parent relationship, special needs children support, children interaction level and the like. As a cluster we work on three woredas 02, 03 and 09 in the sub city the supervisors said that, we have a schedule. We see the schools twice in the month. We do support and monitoring. We give ranking to the schools. We monitor the administrative issues and do different work together with the school directors. The KG schools have suggestion boxes. We give our suggestion when we visit the schools. There is a book for supervisors and education experts to sign on for their support given. On our visit in the 2<sup>nd</sup> round we show them the gaps. We give training on different topics according to their needs by their own little budget. We as a cluster do not have budget allocated to us. One woreda expert said we are at school to support the learning and feeding programs at gov't compound. We give classroom supervision of teachers. We have 60 periods follow up in classroom. We also do the monitoring and support on administrative aspects. Our office work about 70% is with the directors of the schools. We try to enable them for the learning and teaching processes in the preschools.

Answering how well the supports meet the need of kindergartens the teachers and directors said, the supports meet the needs of the school to better extent in Adey Abeba KG. The experts have regular monthly visit to the KG. They performed evaluation of few teachers by attending teaching learning process. The director of Soliana KG said, the support of woreda education office in her KG is low. They may come within a period of two months or if they have any work or data to take they may come suddenly. They only send order downwards. The inspection team and licensing and relicensing team of zonal level come yearly for check-up not for support. Sunny side KG director said, we think it is good. Schedule is provided to us in advance. We post

it. We wait them according to the schedule. There is telephone conversation on different issues at different time. They design different programs (competition of children in the KG, arranging competition among KGs, model school visit program.)The support provided had fulfilled our need.

A supervisor from a cluster said in first semester we made satisfaction survey. The result of the data analysis shows our excellence. We are entering the data collected by 2<sup>nd</sup> semester we hope it will be good. We get oral feedback that our supports meet their needs. They said the support provided helped them to bring change and improvement. Another supervisor confirmed the felt need by saying we make the satisfaction survey. We know the survey result just today. You can see on the computer it is 98%. We enter twice in one room to see the changes came and feedback realized. We observed a drastic change on teachers through supervision and evaluation.

On the other hand Woreda expert explained the satisfaction need in their KGs. We make need satisfaction survey study. They told us our gap. We try to improve it at office level. They recommend us short term trainings acquisition for the office experts as necessary.

Answering about supports supposed to be provided but not three schools teachers and director said we do not say anything left. They tell us what to be improved and we, the teachers, try to improve. Therefore, it is reasonable to draw the conclusion that the government made the required efforts and provided the necessary support in the kindergartens under study to improve preschool education.

## CHAPTER FIVE

### 5 CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

Various research evidences have shown that kindergarten education has a very positive impact on the social, physical, emotional and intellectual development of young children that lasts well into adulthood. Children who have kindergarten experience are much more receptive to school, their success in school tends to increase, and opportunity to mix with other children and the chances of fewer students drop out of schools and also provide the guidance and understanding of adults. Hence, schools for young children, which have adequate and well-trained teachers and adequately equipped with the necessary materials and facilities, are proved to lay the foundation for children's later development.

Taking this in to account; the main objective of this study was to assess the implementation of curricula in the private kindergartens in selected woredas of Kirkos Sub-City in Addis Ababa.

To accomplish its objective, the study was structured by the following fundamental research questions:

1. To what extent do private kindergartens implement (put in to practice) the early childhood curriculum education designed by Ministry of Education?
2. What are the factors (both opportunities and challenges) of curriculum implementation in private kindergartens in Addis Ababa?
3. What are the implications to research, policy and practice?

Based on the major findings of the study the following conclusions are drawn:

In the kindergartens studied the respondents said that both government and school-based curricula are in use. The tendency of using the school based curriculum is dominant. The schools said upgrading and enriching the government curricula is mandatory to give it besides the school based curricula. In the kindergarten schools three subjects English, General Science and Math's in English medium are given. The gov't thematic based curriculum is given in Amharic medium.

The private KGs in the sub city do not have standardized and uniform curriculum. The kindergarten schools prepare workbooks for the children by themselves in every subject.

Advantage of gov't curricula is mainly the use of play based approach teaching and learning method.

Private schools have an ECE curriculum (the syllabus and the teacher's guide) designed by Ministry of Education in adequate amount. Children workbook prepared by government (Addis Ababa City Education Bureau) is not supplied /provided for private schools. Out of seven KG schools only two of them have adequate classroom while the others do not. Materials and equipment including the spaces that are suitable for outdoor play were insufficient in all KGs.

Adequacies of materials and equipment enable them (the children) to practice well in skill acquiring activities. The inadequacies of materials and equipment imply less quality education provision.

Regarding teaching methods all child teaching techniques were in use in these kindergartens as the interviewed teachers and directors. Observation also partially confirmed the child centered approach of delivery.

Child assessment techniques such as oral question, test, home taken exercise and classwork were used. They said also that, they use rubric, portfolio, and weekend competition by level. Paper and pencil test way of assessment was in use in nearly half of the kindergarten schools. It was noticed that a most effectively used assessment technique is question and answer and the least effectively implemented is test.

Regarding factors affecting the implementation of ECE curriculum in private kindergartens, adequacy of teachers in the kindergartens is not an issue. Professional competence is found to be a problem because, the larger amount of teachers teaching in these kindergartens even though they have a degree and diploma qualification in teaching and non-teaching subjects only few have additional kindergarten training certificate and direct kindergarten teaching diploma.

There are also schools who respond we have sufficient amount of teachers. We have teachers who have adequate experience; their education level is certificate in kindergarten training according to the standard of the sub sector.

Alternative Solutions Suggested for Further Improvements of ECE curriculum means should be designed in collaboration among organized group from private schools, parents and Ministry of education, universities and teacher training colleges and kindergarten teachers.

Regular and rigorous in service and pre service teachers training in all possible alternative modalities to satisfy the number of qualified and trained human need for the sub-sector.

The relationship between parents and kindergartens interviewed teachers and principals indicated that there is high and frequent follow-up about their children's learning performance in private KGs except only few parents who don't give necessary follow up. The majority of parents know the objective of ECE. It is undeniable that few numbers of parents may lack the objective ECE.

In the researched area, the government played supporting position and provided services to improve kindergarten instruction. The supervisors and experts have schedule with the preschools. Trainings are given by experts on different topics according to their needs by their own little budget. Only the director of Soliana kindergarten said, the support of woreda education office in her kindergarten is found low and the inspection aspect found strong. The sub city inspection team and quality control visits the schools. Inspection, licensing and relicensing teams of the sub city come twice in year for check-up not for support.

The supervisors and experts who go to the kindergartens do need satisfaction survey study. The teachers and directors told them their gap. They try to improve it at office level by raising the points in their meeting with their team leader. They said a two way approach of communication is used to improve our work.

## 5.2 Recommendation

The study's findings have led to the following suggestions, which include:

1. All the seven kindergartens are using different curricula from abroad and upgraded government curricula side by side. Due to the dissimilarity of the curricula they use and the respondents suggestions for change or updating of government curricula indicate that necessity of undergoing wide area and in depth study by research institutes, teacher training colleges, universities and researchers interested in this area to bring up consolidated direction for the kindergarten curricula revision by the ministry of education.

2. Provision of education and training opportunity for private kindergarten teachers in the city education bureau in government universities and teachers training colleges for a better qualification and increased proficiency in the in-service program. To accommodate a number of teachers the use of different mode of training provision ways, such as, weekday's night program, weekend's day and night program (from Friday-Sunday), summer time teachers residence city training delivery being dwelling in their home and coming in one center for learning and university boarding(residence) program delivery will be an alternative strategies...)
3. Strong parent-school partnerships are among the key aspects of kindergarten school learning. Children's education opportunities are improved as the cooperation between the parents, education and community are recognized and respected. Consequently, to improve the relationship between parents and kindergartens: Improving the participation of parents in the learning process of their offspring, this can be undergone by the arrangement of parental conferences, arranging discussion time with parents during quarterly achievement provision day for their children. Intensive use and follow up of communication book. Additional recently emerged technological ways of communication method utilization by the school and teachers are to be gone in intensified rate to include the parents who have less engagement time and not involving in helping their children.
4. The arrangement of classrooms and exterior areas, equipment and supplies, are an aids for children in developing the knowledge, abilities, and skills necessary for preschool provision. The kindergartens under study all have inadequate materials and equipment. Therefore, keeping the requirements in view, the government should consider the tax free or reduced percentage taxation for children learning materials and equipment for the belongingness of adequate amount by the kindergartens.
5. Having adequate materials and equipment both for classroom and outdoor activities is essential to implement the curriculum properly. Hence, keeping the requirements in view, the owners should equip the kindergartens with adequate and appropriate materials and equipment. Furthermore, experts at all level must support with the technical know how they have, and create collaboration with factories and service rendering institution so as to cooperate and show willingness to spare extra or salvaged materials (e.g. tires of different sizes and types, cartons, metal/wooden made play materials, used papers,

models of different sizes and items, etc. ...) which are valuable for the implementation varieties of activities of indoors and outdoors.

6. Scheduled supports for evaluated teachers in the gaps identified and arrange short term training for these teachers is the one to be continued in a regular way. The woreda education offices preprimary or primary education experts and the cluster supervisors can handle this issue. If the need arises the situation and location of the sub city is conducive for invitation of trainers from teacher training college and universities or other education training firms.
7. As it has been found in the study, most of the kindergarten were not built for the purpose of kindergarten program; the schools were functioning in very narrow and inappropriate rooms and play ground. Hence, to alleviate this problem, the sub city & Woreda Education Offices should successfully carryout its responsibilities and duties in licensing and relicensing the work permission for kindergarten education institutions.
8. The different books and magazine which will be released by ministry of education concerning children education be accessed in sufficient amount by private kindergarten. Addis Ababa Education Bureau can undergo the distribution task using its hierarchical organogram (sub city, wereda office and school cluster supervision cluster) of the sector.
9. Revisiting the criteria licensing and relicensing of private kindergarten from time to time to coincide with the rapid change of rent of house and escalation of prices of materials and equipment. This can be facilitated by different bureaus in the city administration with A. A. Education Bureau as interim bureau.
10. Extending privileges given to government teachers in transportation, housing rent and other facilities to private kindergarten teachers as well. This can be done by making an issue by the teachers, directors and the owners for concerned bureaus and bodies in the city administration.
11. Since the research is quite little. to identify all pressing issues that are currently being the implementation of the kindergarten curriculum in the sub city and the city, interested researchers in the field should conduct the study in order to further investigate the problems uncovered in this study. The researches which will be done help policy makers to get clear insight the curriculum implementation in private kindergartens.

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## Appendix A: Interview Guide for Kindergarten Directors

### Interview Guide Objectives

Dear interviewee, this study is *EVALUATING IMPLEMENTATION OF CURRICULA IN SELECTED PRIVATE KINDERGARTENS IN ADDIS ABABA: THE CASE OF KIRKOS SUB-CITY*. The main purpose of this interview is to collect information regarding curricula implementation status and the challenges of implementing kindergarten curriculum in Addis Ababa. Thus, your direct participation has been found essential and you have been selected for the interview. So, kindly requested to provide information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for this research purpose only.

1. What do you think that the content of the curriculum is adequate to realize the objectives?
  - What sort of problems do you think that the kindergarten curriculum face in its implementation?
  - What alternative solutions do you suggest for further improvement?
2. How far do you think that materials and equipment are adequate in the kindergartens?
  - What impact do you think that the adequacy or shortage has on the effective attainment of the objectives of the curriculum?
  - What sort of possible solutions do you suggest for further improvement in this regard?
3. How could you explain the adequacy and professional competence of teachers in the kindergartens?
  - What opportunities do you think that teachers have to improve their professional competencies?
  - What do you recommend for further improvement?
4. How is the situation of parent – school partnership to assist children’s learning?
  - How far do you think that parents have clear awareness about the objectives of the kindergarten education?
  - To what extent do you think that the parents involve in the management aspect of the kindergartens?
  - What alternative strategies do you suggest for further improvement?
5. What sort of support do sub-city/woreda education office provides for kindergarten education?
  - How well do you think that the supports meet the need of kindergartens?
  - What possible solutions do you suggest for further improvement?
6. If you have any other comments, suggestions or recommendations for implementation of kindergarten curriculum in kindergartens.

**Thank you!**

## Appendix B: Interview Guide for Woreda and Sub-City Education Office Experts

### Interview Guide Objectives

Dear interviewee, this study is *EVALUATING IMPLEMENTATION OF CURRICULA IN SELECTED PRIVATE KINDERGARTENS IN ADDIS ABABA: THE CASE OF KIRKOS SUB-CITY*. The main purpose of this interview is to collect information regarding curricula implementation status and challenges of implementing kindergarten curriculum in Addis Ababa. Thus, your direct participation has been found essential and you have been selected for the interview. So, kindly requested to provide information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for this research purpose only.

1. What do you think that the content of the curriculum is adequate to realize the objectives?
  - What sort of problems do you think that the kindergarten curriculum face in its implementation?
  - What alternative solutions do you suggest for further improvement?
2. How far do you think that materials and equipment are adequate in the kindergartens?
  - What impact do you think that the adequacy or shortage has on the effective attainment of the objectives of the curriculum?
  - What sort of possible solutions do you suggest for further improvement in this regard?
3. How could you explain the adequacy and professional competence of teachers in the kindergartens?
  - What opportunities do you think that teachers have to improve their professional competencies?
  - What do you recommend for further improvement?
4. What sort of support do sub-city/woreda education office provides for kindergarten education?
  - How well do you think that the supports meet the need of kindergartens?
  - What possible solutions do you suggest for further improvement?
5. If you have any other comments, suggestions or recommendations for implementation of kindergarten curriculum in kindergartens.

**Thank you!**

## Appendix C: Class Room and Outdoor Observation Checklist

Name of Kindergarten \_\_\_\_\_ Date of Observation \_\_\_\_\_

1. A checklist for classroom materials and equipment organization in each kindergarten

No	Item	Adequate	Inadequate
1	The classroom space provides an orderly arrangement of well-defined work area		
2	The centers are well equipped with necessary materials and equipment according to specific purpose		
3	Wall and decorations are all suitable		
4	Children's books, toys and work are displayed at child eye-level		
5	The equipment are accessible, easy to use and invite self-servicing approach		
6	Tables, chairs/ benches and shelves are all child-sized and comfortable to use		
7	The class room is clean, pleasant and stimulating		
8	Book corner ( variety of books)		
9	Construction materials (blocks, building sets, etc.)		
10	Self-expressive materials (toy, musical instruments, dress up cloths, dolls etc. . . )		
11	Exploratory materials ( puzzles, matching games, play card)		
12	Manipulative materials ( markers, pencils, crayons, . . . )		
13	Resources, posters, equipment relate to children's home life style.		

2. A checklist for outdoor spaces and equipment organization in each kindergarten

No	Item	Adequate	Inadequate
1	Adequate outdoor space is provided per child		
2	The playground safety and security		
3	The supply of play materials and equipment provide sufficient opportunity for play		
4	Play materials and equipment and selected to suit children's developmental level		
5	The arrangement of play materials and equipment enhance children cooperative play activities		
6	Constructed for the purpose of housing or school purpose		

3. Checklist for classroom instruction

No	Observation Items	Yes	No
1	Encourages children		
2	Provide opportunities for students to acquire initiative and independence.		
3	Encourage the child to secure materials to make choices among a variety of materials		
4	Encourage to take care of books of display them carefully on shelf		
5	Provide opportunities to choose activities		
6	Encourage independent activity		
7	Allow children to talk the lead, do less telling and more asking		
8	Use a variety of instructional methods - Brain storming - categorizing - choral speaking/ Illustrating stories - Cooperative learning - Discussion - Play-based instruction - Reading environmental print		
9	Asking questions and assessing children's progress		

## Appendix D: Private Kindergartens data 2014 E.C

Data of sample private kindergartens of the year 2014E.C						Staff human power and their qualifications					
S. No.	Name of school	Owener ship	No. Of children in all KGs			directors and teachers qualifications in the kindergartens					
			Male	Female	Total	Certificate		Diploma		Degree	
						male	female	male	female	male	female
1	Narod Academy	Private	100	91	191	0	8	0	4	0	7
2	Dandi Boru	Private	253	246	499		4	1	13	0	13
3	Adey Abeba	Private	124	96	220	0	2	0	0	0	10
4	Future Talent	Private	150	150	300	0	6	0	5	0	14
5	sunny Side	Private	251	251	502	0	3	0	7	0	19
6	Soliana Academy	Private	63	61	124	0	9	0	2	0	2
7	Birhan Academy	Private	75	71	146	0	8	0	4	4	1
		Sum	1016	966	1982	0	40	1	35	4	66

Appendix E: All Private Kindergartens Data 2014 E.C In Kirkos Sub City

የ2014 ዓ.ም መንግስታዊ ያልሆኑ

2. የቅድመ አንደኛ

ተ.ቁ	የትምህርት ቤት ስም	የሚገኝበት ወረዳ	የተማሪዎች ብዛት											
			ደረጃ አንድ			ደረጃ ሁለት			ደረጃ ሦስት			አጠቃላይ ድምር		
			ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ
1	ፒተር ፓን	1	46	38	84	29	26	55	20	25	45	95	89	184
2	ግሪክ	1	48	42	90	46	45	91	46	42	88	140	129	269
3	ዳንዲቦሩ	2	99	87	186	73	60	133	80	79	159	252	226	478
4	ናሮድ	2	41	39	80	31	22	53	23	22	45	95	83	178
5	መ/አጆች	2	11	13	24	8	12	20	3	6	9	22	31	53
6	ዌክአፕ	2	17	16	33	12	6	18	13	16	29	42	38	80
7	ፍሊፐር	2	48	48	96	59	61	120	63	74	137	170	183	353
8	ብርሃን	2	25	27	52	11	8	19	21	11	32	57	46	103
9	አደይ አበባ	3	41	50	91	20	23	43	42	36	78	103	109	212
10	ራቸ ኢንተርናሽናል	3							31	39	70	31	39	70
11	ሶሊያና አክዳሚ	4	40	39	79	18	18	36	17	23	40	75	80	155
12	ራፊደም አክዳሚ	4	34	23	57	13	10	23	17	13	30	64	46	110
13	መለከታዊ ደናግል	4	49	51	100	44	36	80	34	46	80	127	133	260
14	ሰኒ ሳይድ	4	8	11	19	5	4	9	6	8	14	19	23	42
15	ሰኒ ሳይድ	5	78	85	163	48	70	118	86	90	176	212	245	457
16	ካቦድ	5	36	28	64	11	7	18	15	11	25	62	46	108
17	ሶልያና	5	27	45	67	9	6	14	11	7	17	47	58	105

18	ካሳንቸስ መካነጸዖሱስ	8	11	28	39	6	2	8	14	11	25	31	41	72
19	ኒው ግራንድ	9	74	68	142	29	30	59	38	42	80	141	140	281
20	ፊዩቸር ታላንት	9	65	74	139	25	37	62	27	41	68	117	152	269
21	ብሉብርድ	10	25	20	45	12	12	24	12	13	25	49	45	94
22	ትሩፕፕስ	11	33	38	71	17	13	30	24	20	44	74	71	145
23	ፍሬንት	11	10	15	25	7	16	23	11	15	26	28	46	74
24	ኒውላይፍ	11	20	40	60	14	15	29	15	16	31	49	71	120
ድምር												2,102	2,170	4,272