

**THE IMPLEMENTATION AND CHALLENGE OF THE
POLICY SET FOR EARLY CHILDHOOD CARE AND
EDUCATION IN ADDIS ABABA**

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MANAGEMENT**

JUNE, 2018

ADDIS ABABA, ETHIOPIA

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Childhood Care and Education in Addis Ababa**

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A Thesis Submitted to the School of Graduate Studies of Addis Ababa University
in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in
Educational Leadership and Management.

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

June, 2018

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Acknowledgements

Above all, I would like to express my deepest thanks to my advisor Dr. Zenebe Baraki for his valuable guidance and effort in organizing and editing this thesis. I am also thankful to all Principals, Main Teachers, Assistant Teachers and Parents of Sample Kindergartens for their collaboration and readiness to provide the necessary information during the research process. I would like also to express my gratitude to all Woreda Preschool Education Experts, Sub City ECCE Supervisors, Education experts from Addis Ababa Education Bureau and Pre-Primary Education Senior experts of Ministry of Education.

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Acronyms

AAEB:	Addis Ababa Education Bureau
CFSs:	Child Friendly Schools
ESDP	Education Sector Development Program
ECCE:	Early Childhood Care and Education
ECE:	Early Childhood Education
ECD:	Early Childhood Development
EFA:	Education for All
MDGs:	Millennium Development Goals
OECD:	Organization for Economic Cooperation and Development
MOE:	Ministry of Education
MOH:	Ministry of Health
MOWA:	Ministry of Women Affair
UNESCO:	United Nation Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children's Fund
WEO:	Woreda Education Office
SCEO:	Sub City Education Office
PTA:	Parent-Teacher Association
KG:	Kindergarten

Abstract

The purpose of the study was to assess the implementation and challenge of the Policy Set for Early Childhood Care and Education in Addis Ababa. The research approach was a mixed design. The specific type of the design was concurrent method. Regarding preschool policy data were gathered from national ECCE documents. Concerning implementation data were collected from 147 main and assistant teachers, 11 principals, 20 Education officials and 27 parents. Five sub cities and 11 kindergartens were selected using cluster and stratified sampling technique, respectively. To make the study cohesive, only Woredas administering the selected Kindergartens were systematically included. Participants of the interview (Principal, Parents and Education officials) were selected using purposive sampling. Participants of questionnaire (main and assistant teachers) were selected using available sampling technique. Data collected from kindergarten were analyzed using integrated analysis technique. Data collected from Education offices was analyzed using descriptions and thematic analysis technique. Finally, the result was compared with data obtained from ECCE documents to check if the policy is implemented accordingly. The finding of the study showed that ECCE policy emphasized only on the access. In the majority of the centers facilities were not adequate and teaching process didn't centralize Children with special needs, student text book was unavailable, majority of teachers were below diploma level, how PTA organized varies from KG to KG, Health and Nutrition of children was not given attention, the annual school program terminates in two terms, majority of the centers' site was not suitable. On the other hand, no coordination among the three organizations (MoE, MoH and MoWA), integrated service was not delivered at grassroots level, there is no preschool experts in the sub Cities Education offices, all centers were under administration of elementary schools, in the main office of Education Bureau there was no ECCE department. At last it is concluded that, though significant progress has been achieved, there are still a continuing challenges that impede the implementation of the Preschool Education program. Finally, it is recommended that: Preschool Education policy needs to be revised, Education Bureau needs to facilitate training for all ECCE staffs. Revision of curriculum need to be carried out including reshuffling of the number of terms. In addition, attention needs to be given for local games (ground play). Sub cities need to have structure for ECCE experts at office level. It is also recommended to strengthen ECCE technical committee at all levels. Furthermore, Education Bureau is recommended to establish a continuous professional development center equipped with full educational input in which teachers regularly share their experience.

Key words: ECCE, Preschool, Implementation, Policy, challenge, kindergarten

Chapter one: Introduction

1.1 Background of the Study

The purpose of Early Childhood Care and Education program is to provide appropriate education and care service for young children as it has a long lasting positive consequences in the later development (MoE, 2007). The same documents states that this program helps to shape children at early age to make them socially responsible citizen and promotes economic rate by reducing mortality rate, childhood illness, school repetition and dropout.

On the other hand, the program in general and pre-school education in particular helps children to acquire basic skills (pre-reading, pre-writing, counting and arithmetic) in preparation for the child's formal schooling (MoE, MoH & MoWA, 2010a). Another literature also underlined that childhood is a period in which, rapid neural connections, brain development and growth takes place. Hence this period is considered as a critical window of opportunity for optimizing children's development through the combined impact of education, care, health, nutrition, protection and stimulation (UNESCO and UNICEF, 2012). It is also expressed in the national ECCE policy framework (MoE, MoH and MoWA, 2010) that investing on early years has benefits such as: early identification of vulnerable children, enhance enrolment in primary schools and increased productivity.

Moreover, pioneers in the practice of early childhood education and care agree that the best way to prepare children for their future life is to give them what they need as children because they are whole people who have feelings, ideas and need to be healthy (Tina Bruce, 2011). As stated by Ministry of Education (2013/14), the objective of pre-primary education is to help children develop healthy physical and emotional growth, improving language, basic arithmetic skills, social, communal and personal development and developing knowledge about the surrounding.

Therefore, the above research works indicate that the program helps children to be physically healthy, mentally alert, emotionally secure and socially competent in the later life.

With regard to the right to education, UN convention on the right of children states on article 28 and 29 that every child has the right to an education with the goal of developing its personality and abilities. On the other hand, World Conference on Education for All (EFA) that took place in Jomtien, Thailand, in March 1990, conveys the significance of early life as the base for the latter life of individuals. As pointed out by African Charter on the rights and welfare of the child (1990) on article 11, child education shall be directed to the promotion and development of its personality mental and physical abilities. Similarly, Government of Ethiopia in 1991 accepted that children have the right to education (MoE, MoH and MoWA, 2010). This shows that any child has the right to get quality preschool educations that strengthen its mental and physical ability.

In Ethiopia the pre-school education program was an area left for private investors, religious organizations and others. The responsibility of the Government was only preparing curriculum, training of teachers and providing advices on the improvement of the quality of education (MoE, 2002). This shows that Government's role was limited and the access of preprimary education was low. To address the problem, the Government established a comprehensive policy on ECCE strategy in 2010. Following this, kindergartens specifically government supported preschools were expanded. Besides, ECCE coordinating structure was established in the Government organizations. Thus gross enrolment rate which was 5.2 % in 2011 increased to 39 % in 2015 (MOE, 2016).

Though the preschool policy was established to deliver quality pre-primary education to all children, there were still challenges in practicing it accordingly. According to Education Bureau annual report (2009) in Addis Ababa, there were more than 170 Government kindergartens delivering free service for the community. However, these schools were facing a number of challenges. Besides there were also gaps in the education office in coordinating the program as per the preschool policy.

As the purpose of the policy was to provide the service to all, including children from economically weak families, the researcher was attracted to study the practice at the

centers (Government kindergartens) opened following the establishment of the ECCE policy.

1.2 Statement of the Problem

The topic of this study was about Implementation and Challenge of the Policy Set for Early Childhood Care and Education in Addis Ababa. The main purpose was to find out the gap in the implementation that made the program ineffective in the Government kindergartens. But in addition to this, the practice and challenge with regard to management and structure of ECCE program at office level was also studied.

Since the establishment of ECCE policy in the country there have been significant progresses in the delivery of pre-school education service. However, there were also problems that made the program less effective. That means in 2015, the national gross enrolment rate was 39% which shows that the enrolment rate was still below 50%. On the other hand, the researcher's work experience in the Ministry of education, educational workshop that has been held specifically on early childhood care and education, supervision carried out in the pre-primary schools, the annual evaluation and supervision reports indicated that there were challenges in the implementation of the program.

Some of the problems encountered at kindergarten level were related to shortage of educational inputs and poor school facilities. Similarly, problems encountered by education offices were budget constraint and low attention on the program. Furthermore, the researcher had an opportunity to have a look on some researches made on the ECCE program with the following conclusions: Preschools do not have enough textbooks and the program faced lack of qualified human resources (Sisay, 2016). Some of the causes for the absence and drop out of pre-school children were health problems and improper utilization of local resource materials (MoE, 2007).

In general, most of the causes of the problems with regard to the implementation of pre-school education have been studied. However, the reason why it needs further study on the same area was to add additional contribution to the work of other researchers. Hence, to that end, this study attempted to answer the following basic questions

Basic questions of the research

The following are basic questions that would be answered by the study

- i. What are the policy provisions on the ECCE/Preschool Education Program?
- ii. To what extent are the policy provisions implemented?
- iii. What are the challenges and achievements in the implementation of the program?

1.3 Objectives of the Study

1.3.1 General Objective

The study was intended to assess the implementation and challenge of the ECCE Policy Set for Early Childhood Care and Education (Pre-school Education) in Addis Ababa.

1.3.2 Specific Objectives

The specific objectives of the study were to:

- ~ To assess provisions of early childhood care and education policy (on pre-school education);
- ~ To assess the extent to which the policy is practiced effectively;
- ~ To identify the challenges and achievements encountered and achievements gained in implementing the program.

1.4 Significance of the Study

This study has the following significance

- ~ It helps education officials and policy makers to gain information on the current status of the program;
- ~ It helps to know what major challenges are encountered in the implementation process;
- ~ The study is also expected to identify what achievements are gained following the implementation of the program;
- ~ It will contribute to the literature on the area and serve as reference for those working on the program.

1.5. Scope of the Study

There are 10 Sub Cities and 171 Government Kindergartens in Addis Ababa City Administration. Since the size of the population was large all the sub cities could not be included. Therefore, the study focuses only on five SCEO, 11 WEO, 11 Government Kindergartens, Addis Ababa Education Bureau and Ministry of Education. The reason for selecting only Government Kindergartens was because of the decisiveness of the type of the service, i.e. Government Kindergartens have been opened following the establishment of the ECCE policy mainly to include the majority of children who didn't have access of pre-primary education. Hence to see the status of the practice, the study focused on the Government kindergartens.

On the other hand, although the research site was Addis Ababa few participants from MoE were involved because the focus of the study was on the practice of preschool policy. Furthermore, ECCE policy has four pillars but the study dedicated only on the third pillar or pre-school program. Furthermore, in the ECCE policy document the content of the topic preschool policy is wide.

However, for the consumption of the study partial assessment of the document concentrated only on five points (Stakeholders involvement, Research base, ECCE investment, Child care and Consistency of the content). On the other side, though there were a number of stakeholders in the implementation of early childhood care and education program, the study comprised of only main and assistant teachers, principals, parents and education officials. Besides, the study was confined only to some of the most determinant provisions in realizing the pre-school policy namely target group children, physical and learning environment, scheduling activities, human resource, learning methodology, assessment, content of curriculum, health and child care ,parent-community involvement and monitoring. Additionally, the study assessed management of the program, ECCE structure, partners and government role in the education offices. Finally, as the issue of the policy and practice of ECCE was wide, the researcher left the remaining part to be covered by other researchers.

1.6 Limitation of the Study

In conducting the study, the researcher encountered the following drawbacks. One of the problems of the study was difficulty of getting published books on the area of ECCE. It is also appropriate to talk that the knowledge of some parents about the program was inadequate. In addition, some of the respondents in the Woreda, Sub City and Education Bureau were not preschool education experts. Moreover, in the education bureau, since ECCE expert was not hired, the respondents were from other work unit. All these had significant bearings in limiting the study result.

Not being present, postponement and uncooperativeness of few respondents were observed. For example, some of the teachers did not return back the questioners, few of them were observed to be busy to cooperate. This might mean that they responded the questioner carelessly. In addition to this, some principals were new for the position and could not provide sufficient input for the study. To overcome some of the limitations work documents of the kindergartens and former principals were used to fill the gap. However, the study may have some weaknesses in giving all-inclusive and comprehensive information from different perspectives.

1.7 Operational Definitions

Pre-primary education program: Refers a program for children from age 4 to 6 to make them ready for regular school. Pre-primary and pre-school can be used interchangeably

Kindergarten: Refers a three years' program to make children / age 4-6/ ready for primary education (AACEB, 2013).

O-class program: Refers a program for children of age 6 who do not have access of Pre-primary education in which they attend a single year program to join primary school (MoE, 2013).

Child to child program: It refers is a non-formal one-year education program for children of age six who do not have the access of kindergarten and O-class (MoE, 2012).

Accelerated School Readiness Approach: It refers an eight weeks or 150 hours' program given for six plus years old children in the summer time or between September and October in schools (MoE, 2017).

Child care: It is the process of providing care, stimulation and safe environment for children (MoE, MoH and MoWA, 2016).

Principal: It is the head/director of pre-primary school, that is designated to exercise leadership (Merriam-Webster's dictionary, 1995).

1.8 Organization of the Study

This research is organized in a way that it comprised of five chapters. Chapter one consists of the background of the study, statement of the problem, objective of the study, significance of the study, limitation of the study, delimitation of the study and organization of the study. Chapter two is a review of related literature that is relevant to the problem under study. Chapter three deals with the methodology, Chapter four presents analysis and interpretation of the data and Chapter five contains the summary of findings, conclusion and recommendations.

Chapter Two: Review of Related Literature

There are a number of written works on the area of Early Childhood Care and Education Program. Therefore, this chapter is devoted to discuss on the Concept, Rationale and Benefit of the Program. In addition to this, Historical development of the program, Pre-school Education, Management and Structure of the Program are also included.

2.1. Early Childhood Care and Education (ECCE)

Under this part concept, rationale and benefit of ECCE program is presented:

2.1.1 Concept of ECCE

Different countries and scholars give definitions for the term ECCE in different ways. The common agreement about the term is its content or approach that means all acknowledge that ECCE refers to a holistic and integrated approach to health, nutrition, protection, and education services (UNESCO, BREDA, 2010). AU education outlook report, (2014) shows that Childhood Care and Education (ECCE) is the support for children's survival, development and learning from conception to the time of entry into primary school. It is also stated as a strategy to improve the development of children with difficulties and to maximize and expand health, nutrition and education services for children (UNICE, 2005).

On the other hand, early Childhood Care and Education refers to a comprehensive approach to policies and programs for children from prenatal to seven years of age, their parents and caregivers. This period requires due attention and a great deal of investment. Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth. (MoE, MoH, MoWA, 2010).

On the other hand, in the definition of UNESCO and UNICEF (2012), it is described that ECCE is or early childhood care and education is a range of processes and mechanisms

that sustain and support development during the early years of life. It encompasses education, physical, social and emotional care, intellectual stimulation, health care and nutrition. It also includes the support a family and community need to promote children's healthy development.

This would cover developmental priorities for each sub stage within the continuum, i.e. care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate preschool education for 3 to 6 year olds with a more structured and planned school readiness component for 5 to 6 year olds. According to the national ECCE policy of India (2012), early childhood care and education (ECCE) refers to programs and provisions for children from prenatal to six years of and child care is "ensuring and promoting children's survival, protection, growth and development in good health with proper nutrition in safe environment.

Because of different nature of the services given to young children, it often goes by a number of different names in different countries as well as between different stakeholders. Educators use different terms to mention early childhood care and education. Some of the terminologies used are "Early childhood development", "Early child hood care and education", "Early childhood education", "pre-primary education", "preschool education", "kindergarten" etc. (MoE, 2007).

According to Education International Report, (2010) partners use different terms, for example, UNESCO refers to early education as early childhood care and education (ECCE), the OECD calls it early childhood education and care (ECEC), the World Bank calls it early child development (ECD), while UNICEF calls it early childhood development or ECD.

The central idea of this writing is that different countries or educators are using different terms to represent early childhood care and education. In general, the concept and definition of ECCE is all about the services that should be provided for young children to facilitate their physical, mental, emotional and spiritual development. From the above explanations it's possible to generalize that, however literatures define ECCE differently the content and approach of the idea is the same.

2.1.2. Rationale of the Program

Literatures state that the first eight years of a child's life is a period of tremendous growth and development. Brain development is high in the first three years, and the potential for ensuring optimal development is very high up to age 8. It is imperative that this true 'window of opportunity' is fully used and strengthened to ensure long-term benefits, not just for each individual child's development but also for the larger community (Arnold, 2004).

Other literature further states that Early Childhood Care, Education and Development is a topic whose time has arrived in Africa as well as internationally (UNESCO, 2004). Young Lives, (2016) on the other hand underlines this idea by stating that early childhood is the most critical first phase of life, and the most cost-effective opportunity for investing in prevention and intervention programs that reduce the effects of poverty, inequality and trauma.

On the other hand, ECCE is referred as a range of processes and mechanisms that sustain, support and aid in the holistic development of children, from birth to age eight. To the rapid neural connections, brain development and growth that take place at this age, this period is considered a critical window of opportunity for optimizing children's development through the combined impact of education, care, health, nutrition, protection and stimulation (UNESCO and UNICEF, 2012). For this reason, the service should be provided to a child which is the prerequisite of success for the rest of life and their holistic development and reach goals. Early childhood education and the child's physical and social environment play a significant role in his/her development.

A number of research conducted on the area of ECCE depict that high quality care, learning and experiences of ECCE can be a powerful instrument for helping to be successful for the rest of life (ERPA, 2014). ECCE can assist governments in fulfilling their commitments (such as through the Convention on the Rights of the Child) to help young children exercise their rights and develop to their full potential (UNESCO and UNICEF, 2012).

It is also true that children's early development is a strong predictor of a variety of later outcomes including education, earnings, benefits receipt and even crime. It is well

understood that the early years of child's life before the age of 8 are critical to his/her future wellbeing. This time or period is widely considered the most vulnerable and crucial stage of a person's life with 75% of brain development taking place at the early years. The home is where it begins and it is indeed clear that if the home is dysfunctional and does not impact positively on the child, it can result in damage which is difficult to undo through education at later stages in the child's life (Montserrat, 2011,).

In general, the logic behind why ECCE needed is stated by different literatures in a more or less similar way. Early life of a child is a crucial period in which developmental foundation is laid. Hence, it is true that, this period requires attention to deliver all the supports in time to all children so that they would have a better quality life in the future and to make them able to contribute to the development of their society.

2.1.3 Benefits of ECCE Service

Investments in human capital yield the highest returns in the preschool stage (Esping Anderson, Gosta, 2007). Some of the benefit countries gain by investing are early identification of vulnerable children, good economic returns, Cost savings for both the families and the nation, Reduction of poverty, Improved chances for the girl child, Improved family welfare, Increased opportunities for parental and community mobilization and empowerment (MoE, MoH and MoWA, 2010).

On the other hand, to maximize the benefit of the program, the service delivered needs to be appropriate. According to literatures education given for children need to be developmentally oriented and should develop in self-discipline and self-direction (Montosery, 1870-1952, Early life in Italy). Research validates that Early Childhood Development has been found to help alleviate future impoverishment for the child if the service provided is of a high quality.

Ministry of Education, (2007) further underscores the importance of ECCE by stating that appropriate care and stimulation provided during this period has long lasting positive consequences in the later development, it helps to identify and provide early support for children with different problems, it has social benefit by shaping children at

early age to make them socially responsible citizen, it promotes economic rate by reducing mortality rate, childhood illness, school repetition and drop out.

In general investment in human capital yields the highest returns in the preschool stage for early identification of vulnerable children and good economic returns. Hence it is important to invest on children to make them have a good physical, mental and socio emotional development that leads to a good performance in school and ultimately linked to increased economic activity of the society.

2.2 Historical Development of Early Childhood Care and Education

The historical development of early childhood care and education internationally and nationally presented as follows:

2.2.1 The beginning of ECCE internationally

The aspiration for organized education of young children outside the home has long tradition. The time in which the recognition of its importance and activity of advocating towards educating young children traced as far back as 400B.C (Wills & Stedman, 1994 cited in Temesgen, 2006). Plato of Greek (427-347B.C) was the supporter of the importance of childhood education for children aged below 6 under the guidance of a trained teacher. John Amos (1592-1670) stressed that systematic education for children should begin early. Schools should be established for children for the first six Years. He was the first to underline the value of play and firsthand experience in education children (Butler, 2001).

Jean, Jacques Rousseau (1712-1778), French, said that since early experience serves as a base for latter life, should be educated at an earlier age. He also supported practical activity and learning by doing (Alken, 1992:352: wider, 1970), John Pestalozzi (1746-1827) of Swiss recognized the vital contribution of early years' education for later education at earlier times. Moreover, Early childhood education as a distinct discipline had its beginning with Johan Pestalozzi (1746- 1827) as the ninetieth century began.

Therefore, one can understand that though early childhood education is relatively new field it has developed out of a long historical tradition. And the base for many of the significant aspects and practices found in today's programs were laid by philosophers,

writers, and teachers of the past. Friedrich Wilhelm Froebel (1782-1852) a German philosopher, like Pestalozzi and so many other before him, was deeply concerned with the education of children three through six ages by opening the first kindergarten (children's garden) in 1837.

2.2.2 Historical Development of ECCE in Ethiopia

Though there is a doubt that ECCE is for the first time started in the traditional form in the Ethiopian Orthodox church (Pankhurst, 1955) it's still difficult to be sure about its exact time of beginning in the country. However, it was documented in the work of Ethiopian philosopher Zara ya'aqob and his follower walda Hayat which shows that there was a practice of ECCE in the 17th century (MoE, 2007).

Generally, the historical root of early education in Ethiopia is classified in to traditional and western system. The Ethiopian Orthodox Church believed to be one of the bases for traditional education system through Churches and monasteries. Education provided in these centers was theology, philosophy, computation, history, poetry and music (Wagaw, 1979). During the medieval period, the curriculum of formal education attended by children around age 4 were practicing alphabet and reading of religious texts. The modern early education began in the early twentieth century, where the first modern kindergarten was established in Dire Dawa town in 1900. It was opened to serve children of foreigners who were participating in the building of rail road in the country (Negash, 1996, Pankhurst, 1986).

Following this establishment other preschools were opened in the country to serve children of foreigners and well to do families, these schools were English, German and Lise G/Mariam. However, preschool for community service began in the country in 1963 in Addis Ababa around ras desta sefer, Debrezeiyt. Debrebirhan, Awasa and Asmara (MoE, 2007). In the Socialist revolution of 1974, the increased involvement of women in the economic activity leads to the need to centers for child care and education and following this department responsible for this activity opened in the ministry of education. Another study shows that after the socialist revolution pre-school education became part of the education system of the country and the curriculum developed for the first time (Demeke, 2007).

After the down fall of socialism, government established new education and training policy in 1994 which emphasizes the importance of ECCE program. Up to 2010 the role of the government was only to support the program indirectly. However, in 2010 government started to play a direct role in the expansion of ECCE service via establishing an ECCE policy to reach to all children including vulnerable and children with special needs (MoE, MoH and MoWA, 2010).

Therefore, based on what the literatures describe, it is possible to associate the beginning of ECCE with the traditional education of the Ethiopian Orthodox church. More over during that period ECCE service was not delivered for female children. On the other hand, there is concrete evidence as to when modern education and preprimary education began in the country.

2.3 Preschool Education

Preschool is a period of transition to school and the world at large, which parents should be encouraged to facilitate. Depending on the degree of synchrony between home and school, this transition can be relatively easy or extremely difficult. From age four onwards, early childhood programs are typically associated with early learning and preschools, but health and nutrition remain key components of what young children need. It makes children /age 4-6/ ready for the primary education by using child-centered approach. (MoE, 2013/14). Therefore, in connection to this, basic principles of childhood education and modalities of preschool education were presented as follows:

2.3.1 Basic principles of Early Childhood Education

According to Tina Bruce, (2011) the most influential pioneers of early childhood practices (Frederic Wilhelm Froebel, Maria, Montessori and Rudolf Steiner) draws out commonalities among them that form the following ten bed rock principles on early childhood education. The best way to prepare children for their adult life is to give them what they need as children, children are whole people who have feelings, ideas and need to be healthy, areas of learning for young children like humanities, arts, and sciences should be given in an integrated way and when they are given responsibility, children learn well.

The other principles are instead of extrinsic reward ,children need their efforts to be valued and appreciated/intrinsic reward, there are times when children are especially able to learn particular things, What children can do is the starting point of a child's learning, when learning environment is conducive at home, in the ECCE settings, indoors and outdoors, then different kinds of symbolic behavior develops, relationship with other people (both adults and children) are of central importance in the emotional and social wellbeing of children and quality education is about three things and they are the child ,the context in which learning takes place and the knowledge and understanding that the child develops (Bruce, 2011).

2.3.2 Modalities of Pre-primary Education

Pre-primary education is delivered by categorizing it in to four classifications. They kindergarten, O-class, Child to Child approach and accelerated school readiness. The approach of each modality is presented as follows:

i. Kindergarten

It is a three years' program. It makes children /age 4-6/ ready for the primary education by using child-centered approach. Children can learn through play at their own pace. This contributes to the formation of their identity, expression and social learning (AACEB, 2013).

ii. O-class

It's one of the four modalities of pre-primary education program and it's opened up in the already existing primary schools. It is single year program for 6 year olds children before entering grade one (MoE, 2013/14).

iii. Child to Child Program

The core of the Child-to-Child Initiative is that older children in the community (so-called young facilitators) engage in structured play-oriented activities with their younger siblings and neighboring children. They do so in their own houses or in a place close to the participating children's homes. The activities are as much as possible adapted to the local context and fit in with the children's daily life. The young facilitators are preferable

grade 5 and 6 students trained and guided by their teachers. Teachers are involved as trainers and supervisors. Parents take turn and observe. The main aim of the Child-to-Child Initiative is to better prepare young children for primary school. Facilitators play with younger children to make them ready for grade one (MOE, 2012).

iv. Accelerated School Readiness

It's one of the four modalities of pre-primary education program and it's a two-month program for 6+ year old children who do not have other access. Children attend the program on July and August before entering grade one on September. The purpose is to avoid negative influence on those children who come to school without passing through preschool education (MoE, 2017).

2.4 Pre-Primary School Program

2.4.1 Scheduling and Structure of Pre-School activities

It is stated in the pre-school teachers' guidebook that a single day of children's education should be organized to include indoor and outdoor playtimes, time for singing, for stories, for discussion in between other activities. Time is also allocated for brief writing and reading, for snacks and lunch, etc. (MoE, 2013/14). In preparing the schedule of the day, teachers need to discover that developing a schedule is more than just filling in time slots and Various factors have to be taken into consideration depending on the setting and age groups of the children concerned (Perry, 2004).

2.4.2 Contents of Preschool Curriculum

According to UNESCO, (2010) a preschool curriculum is one that delivers educational content through daily activities, and furthers a child's physical, cognitive and social development. Pre-school curriculum is nothing but answering two basic questions and they are what young children should learn and what is the most effective way to teach children (Perry, 2004). Other studies show that curriculum is everything that affects the child in the learning environment. It covers not only the activities, both indoors and outdoors, offered to young children, but the attitudes of the staff not only towards the children but to each other, to parents and anyone who visits the setting (Curtis, 1998).

Therefore, the contents of the curriculum should assist children to develop physically and emotionally, to Improve language use, basic arithmetic skills, Social, and personal development, knowledge about the surrounding the creativity ability of children (MoE, 2013/14).

2.4.3 Environment and Physical Space

Children need a stimulating environment that has protection, safety, care and nurturing. To promote the growth and development of young children the physical environment should have: Concrete materials that are appropriate and safe (toys, books, blocks for construction, people to interact with a child, enough space for freedom of movement and adequate and high quality food (NACECE, 2003).

Other literature states that since the child learns to accumulate information from many sources, it is the role of the teacher to prepare and continue to adapt the environment to link the child to it through well planned lessons. Furthermore, one of the most important features of the environment is that it must be both physically and psychologically safe and secure. In addition to this, ideal equipment and materials are of little value if the children do not feel emotionally safe and relaxed to explore and move around freely (Curtis, 1998).

2.4.4 Learning Methodology

Young children are very eager to learn new things and they learn impulsively using play. For children to learn effectively and experience the world around them play is the most effective method. By using play and their senses children discover new knowledge and expand their ideas (NACECE, 2003).

Developmentally appropriate teaching is based on predictable sequences of growth and change on the age of children. It also requires the teacher to take account of the age of the child, his individuality, learning style and family background. In the teaching process the role of the teacher is to provide different activities, materials, and support whenever necessary (Curtis, 1998). According to the Ministry of Education (2009) to help children learn through play, the methodology should depend on children interest, thematic

learning approach should be applied and teachers should use integrated learning approach.

2.4.5 Assessment

In the pre-school education assessment is a process of measuring that address children's physical and motor development, social and emotional change, language skill and general knowledge (NAEYC, 2003). It is also a process focusing on children's status and progress in their abilities to learn about themselves and others (Car, 2001). The same literature states that to assess young children's strengths and progress the assessment approach should be developmentally appropriate. Some of the low-level skills can be assessed in the pre-primary education are: cutting with scissors, coloring between the lines, saying a series of numbers in the correct sequence, knowing the sounds of letters etc (NAEYC, 2003).

2.4.6 Learning Material and Environment

According to AACAEB (2011/12), indoor learning materials for preschool education includes: puzzle, flash card, different geometrical shapes, story books, construction blocks, toys and materials to equip different corners in the classrooms (family corner, health, shopping, science, language and math's corner etc.). The same document states that outdoor playing material consists of balance, slide, Mary go round including some locally made playing materials. Furthermore, children develop their imaginative discovery and creative skill through the use of different learning materials. They have a very strong emotional attachment to them. Moreover, children also use this material as a link between themselves and the environment (NACECE, 2003).

Moreover, many of the skills and competencies which children develop during those early years are learned from the outdoor natural environment. Because it offers rich learning experiences not found indoors. In a well-planned outdoor environment children do much more than run, climb, and ride bikes. They notice the weather, insects, plants, and everything going on around them. Their curiosity is stimulated as they seek answers to their questions about new discoveries (Curtis 1998, cited in Haile, 2010).

2.4.7 Preschool Teachers

According to Choudhury (2002) the role of pre-school teachers and other care givers influence the development of children more than any specific curriculum or educational methodology. Moreover, there is some expected quality of pre-school teachers and they are: Working based on the interest of children, ensuring privacy of children and their families, recognizing diversity among children and families (Perry, 2004). Pre-school teachers should work hard on all areas of child's development. The teaching learning process in the pre-school is expected to emphasize the Social, emotional, intellectual and physical developmental aspects of children (Feeney et al, 1987 cited in Yalew).

2.4.8 Parent and Community Engagement

Parents are the first caregivers of their children. This shows that all other caregivers and teachers need to work closely with them. Therefore, parents need to be involved actively in deciding what activities and services should be delivered in the pre-school. They can support preschool centers by: -Sending their children to the centers, assisting in the provision of learning materials, coordinating and supervising the teaching learning process in the preschool centers, raising funds for the running of the school etc. (MoE, 2016) . On the other hand, Community is people from the same neighborhood or the whole community including non-governmental organizations (OECD, no year).

Communities have a responsibility to make environments safe and conducive to children in their early years of development and they have the power to organize families, the state and other social institutions so as to support pre-school education (MoE, MoH, MoWA, 2010). The preschool educational system can promote holistic child development through supporting comprehensive programs with active involvement of families and communities (Eagle, pallet al 2007 in Yalew, 2011). Additionally, a community initiates and manages community-based services for young children by providing supports in care, health, and nutrition (Yalew, 2011).

2.4.9 Children with Special Needs

These are children that are different from the normal one in: physical characteristics, emotional, social adjustment and communication ability. They can be grouped as: visual impairment, hearing impairment, psychologically distributed, mentally retarded etc.

Children that are gifted and talented are also categorized under children with special needs and identified by their outstanding performance (NACECE, 2003). On the other hand, Preschool/kindergarten is a place designed for all children from three to six years. This means, the program includes also children with special needs (MoE, 2009).

2.5 Management and Structure of ECCE

2.5.1. Target Children

Extensive research revealed that with respect to equity, countries must purposefully target specific children, families and communities in their ECCE policies, strategic plans and laws. ECCE services should provide the greatest help to marginalized groups and families living in difficult circumstances, including: Children with developmental delays, fragile birth status, disabilities, a typical behavior, malnutrition, and chronic illnesses, Families living in poverty and in rural and remote areas, Communities of ethnic and language minorities including, Communities affected by violent conflicts, Refugee and internally displaced group (UNESCO, 2000).

2.5.2 Starting Age for Preschool Education

For delivering early childhood care and education services countries have almost similar starting ages. However, based on their economic status and other conditions countries indicate the minimum age in their policy to deliver ECCE service. Ethiopia includes children from prenatal to 3 for nutrition and health care and children 4 to 6+ years pre-school education is provided (MoE, MoH and MoWA, 2010).

In 2011, in Philippines to meet the EFA 2015 goals, the Department of Education made pre-school education mandatory for 5-year-old children. In Singapore, the Child Care Centers Act and the Child Care Centre Regulations of 1988 has been established to control, license and regulate child-care centers for children aged 18 months to 7 years. Thailand, early childhood development activities are provided to two age groups: 0–3 years old and 3–5 years. Timor-Leste, an ECCE policy has ensured the incorporation of at least one to two years of pre-school into the education system (UNESCO, 2012).

According to the African Union outlook on education, (2014) the majority of African countries start pre-primary school at the age of three. However, from the sixteen listed countries below, South Africa is the only that starts at the age of 6.

Table 2.1: Starting age for preprimary schools in different countries

Starting age	Countries
3-5	Uganda, Swaziland, Madagascar, Lesotho, Kenya Botswana and Comoros
5	Angola
4-6	Rwanda Ethiopia, Burundi
5-6	Tanzania, Namibia, Eritrea
6	South Africa

Source (AU Outlook on Education, 2014)

2.5.3 Integrated Approach on ECCE program

For historical reasons, policies for the “care” and “education” of young children have developed separately, with different understandings of children and fractured systems of governance. Responsibility for services may be divided among several ministries, based more on traditional divisions of government than on the actual needs of families and young children.

Early childhood education and care systems tend to be more fragmented under governments that see early care as a private responsibility for parents, and not a public responsibility. In order to enhance the integration of early childhood services for 0- to 6-year-olds the following are suggested: to formulate and work with coordinated policy frameworks, to nominate a lead ministry that works in cooperation with other departments and sectors, to adopt a collaborative and participatory approach to reform and to forge strong links across services, professionals, and parents in each community

a) Coordinated policy frameworks at Centralized level

Countries that aim to create systems that can deliver services to parents and young children in a coordinated way feel the need to pull together these various policy strands. A systemic approach entails developing a common policy framework with consistent goals across the system and clearly-defined roles and responsibilities at both central and

decentralized levels of governance one policy option has been the creation of inter-departmental and/or intergovernmental co-ordination bodies to generate co-operative policy frameworks. Such bodies are supported by an administrative unit and a Children's Committee at cabinet level, chaired by Ministry of Finance.

However, the limitations of coordinating bodies and cross-sectorial co-operation can also be seen as ministerial boundaries remain an issue. Generally, though the fact of ministries working closely together constitutes real progress, the cultures and aims of different government departments can make it difficult to achieve coordinated policies in favor of the development and education of young children.

b) Appointing a Lead Ministry

Under this integrating policy approach, national responsibility for ECEC is shifted to one lead Ministry that has a strong focus on the development and education of young children. This ministry can be education, social welfare, family affairs or gender equality, as each can demand some legitimacy in the early childhood field. Integration under one ministry can occur by building expert capacity under one ministry, decentralizing management of services to municipal or county or school district levels and reinforced early childhood expertise in universities, research agencies, associations and unions

c) Collaborative and Participatory Approach to Reform

While government should play a large leadership role, regional and local authorities, business representatives, organized civil society, and community groups should be involved in the formulation and implementation of the ECEC policy agenda. This inclusive and participatory approach will help ensure broad public support for ECEC and ensure that multiple perspectives contribute to decision-making. In particular, parents need to be considered as the central partners in policy and program development in the field (OECD, 2006).

2.5.4 Management of ECCE practices in Other Countries

Countries around the world are increasingly aware that early childhood education (ECE) can have a strongly positive impact on a child's further development (Bertram et al,

2016). Although there are differences among countries in policies, delivery models, providers, access to, and participation in the ECCE program, their objectives are almost the same. The experience on how they develop and implement the ECCE program varies based on their economic status, context and priority area of governments. This shows countries with different social context and economic status have different experiences. Though there are no as such best experiences in Africa with regard to ECCE planning and implementation relative to others, just for the purpose of getting lessons from all sides, the practice of different countries including Africa would be discussed.

In Brazil, according to UNESCO (2009), Current Issues in Comparative Education, there's a program called millennium fund for early childhood education with the purpose of improving the capacity of ECCE staffs (principals, teachers, supervisors who are working in the preschools where vulnerable children are learning) and improving the facility of these selected ECCE centers. They carried out this program by engaging different partners, representative of government bodies and NGOs using the following strategies:

Establishing educational board (a place where continuous professional development on ECCE is practiced), providing training and supervision support to this establishment by coordinators from Municipal education office, and mobilizing partners for fund raising and mobilizing the community to increase sense of ownership on the program. The organization of the program has five components: Pre-school (for staff development), Executive team :responsible for the management of the program and consists members from (UNESCO, different organizations providing financial support for the program and coordinators of the project), Local council: consists members from every municipalities, NGO and private sectors and work as joint manager and finally Educational board :it is an ECCE classroom which can hold about 40 participants from five vulnerable preschool centers. The room is equipped with all necessary teaching aid and corners (theater corner story telling corner).

Under this tool the ECCE educators develop their profession by sharing and discussing their work experience with other participants. The program is given for 4 hours in a week and 360 hours in 12 months. The program is found to contribute to the quality of ECCE

service and it also helped to strengthen social commitment to ECCE through the partnership and networking of local public and private sectors, daycare centers and preschools, families and the community members. From this we can see that the country has used this program as a mechanism to solve the problem of quality of ECCE program (UNESCO, 2009).

2.6 Challenges in Pre-Schools in Ethiopia

Research shows more than half of the world's children are still excluded from pre-primary education. From this some of them are more vulnerable than others, and this shows more service is still needed to ensure their development. Regarding this need, the Ethiopian government has established a national policy instruments in 2010 to regulate the existing private sector provision, to provide low-cost ECCE programmers through community based centers and primary schools including non-formal pre-primary education program.

However, there are a number of challenges : fund from government and donor is very limited, the majority of the burden to expand the program is placed on the already overstretched primary education system, an intense focus on primary education has resulted in relatively little attention to ECCE, a strong rural-urban division in ECCE provision, in rural areas, the private and non-governmental sectors provide very few pre-school service, the coverage and quality of the provision is low and finally the majority of ECCE service providers are located in urban areas. However, the ECCE provisions of 2010 marks significant progress and offers the promise of ambitious increases in the access of the service is unclear as to how this would be resourced (Young Lives, 2016).

2.7 Summary

Regarding “Why” early child hood is a crucial period for brain development is high in the first three years, the potential for ensuring optimal development is very high up to age eight, children who have participated in high quality ECCE demonstrate considerable gains in social, educational, health and intellectual spheres, distinctively different from those who have not participated in the programs.

Benefits of the service include early identification of vulnerable children, good economic returns, cost savings for both the families and the nation, reduction of poverty, improved chances for the girl child, improved family welfare, increased opportunities for parental and community mobilization and empowerment. Regarding historical development of early childhood care and education, though it is a new field it has developed out of a long historical tradition. Moreover, the base for many of the significant aspects and practices found in today's kindergarten programs were laid by philosophers, writers, and teachers of the past.

Regarding pre-primary education, though the classification is not recognized by authorities in the field, the Ministry of Education delivers the service by categorizing it into four classifications: Kindergarten, O-class, and Child to Child approach and Accelerated School Readiness. On the other hand, regarding scheduling of pre-school activities it was mentioned that, it should be organized to include indoor and outdoor playtimes, time for singing, for stories, for discussion in between other activities.

The curriculum should focus not only on what young children should learn but also what is the most effective way to teach children. Regarding school environment, it must be both physically and psychologically safe and secure, the learning methodology should take account of the age of the child, and his/her individuality, learning style and family background.

Regarding target children, the program should provide the greatest help to marginalized groups and to families living in difficult circumstances. Concerning the starting age for preschool education, it depends on the economic status and other conditions of countries. Finally, regarding management of ECCE program, ways that would have a contribution to the program are suggested and they are: working with coordinated policy frameworks, using a lead Ministry and adopting a collaborative and participatory approach.

Chapter Three: Research Design and Methods

This section explains how the researcher would collect data based on the basic questions from documents, preprimary school principals, teachers and education officials. It also shows how the collected data would be analyzed using different method of data analysis.

3.1 Research Design

The research design applied in this study was mixed research design. Research design is the path used by researchers to collect and analyze data using one of the three methods i.e. quantitative, qualitative or mixed methods (Creswell, 2012). The purpose of this study was to assess the implementation and challenge of the policy both in the Government Pre-primary School and Education offices in Addis Ababa. To achieve the purpose, the study required gathering data from teachers, principals, education officials, parents and ECCE policy documents using tools such as: questionnaire, interview, document analysis and other tools. This was the reason why mixed research approach was applied.

As mentioned above, the first part of the study was assessing the implementation and challenge of ECCE at kindergarten level. Hence, for this part of the study the methodology applied was concurrent type of mixed approach which was used to get dependable data from teachers and principals. Concurrent or convergent design is a type of mixed methodology that gives equal weight to both data sources and data are collected concurrently (Gay, 2005). On the other hand, for the second part of the study which was conducted at different Educational offices, the qualitative method was applied.

3.2 Source of data

The data for this study was collected to obtain information about the subject under study from both primary and secondary sources. Primary sources are firsthand information that would be collected from people who observed or heard when the event happened or books written by this people. Whereas secondary sources of data are people who neither

observed nor heard when the event happened but obtained the information from others or books written by such people (Wersma,1996, cited in Yalew, 2017).

Hence, the study uses primary sources: teachers, principals, education officials, parents and government ECCE documents entitled “National policy framework for ECCE in Ethiopia” (2010), “National policy guideline for ECCE in Ethiopia” (2010), “National strategic operational plan for ECCE in Ethiopia” (2010), Annual Educational Statistics Abstract, and Pre-primary Education Standard of Addis Ababa Education Bureau etc. In addition to this, children’s continuous assessment result report, communication book, minutes of PTA committee, teachers daily lesson plan served as secondary sources.

3.3 Population, Sample and Sampling Technique

Under this section population, sample and technique of sampling was discussed as follows:

A. Population and Sample

Population is a group of individuals having the same characteristics, whereas target population is part of the population with defined characteristics that researchers identify to study (Creswell, 2012). According to the statistical data of City Administration of Addis Ababa Education Bureau (2015/16) there were 1539 pre-primary schools (population). From this Government Kindergartens were 171 and this was the target population. Since it was not manageable to study all the Sub Cities, from ten only five were selected using cluster sampling technique. The five selected Sub Cities together with their government kindergartens were: Gullible (18), Akaki-Kality (18), Kolfe-keranyo (14), Yeka (24) and Arada (14).

As indicated above, the number of Government Kindergartens in the selected five Sub Cities was not proportional. Hence, stratified sampling technique was applied to decide the number of kindergartens for each Sub Cities. Since the sample size for the study was eleven it was divided to the total number of Government kindergartens in the five selected Sub Cities. Then to determine the quota for each, this ratio was multiplied by the number of Government Kindergartens of each Sub Cities. Therefore, three kindergartens from Yeka Sub City and two from each of the rest were selected. Finally list of

Kindergartens under each Sub Cities were identified using simple random sampling technique.

As the study was also conducted in the education offices, to make the research cohesive only Woredas administering the selected kindergartens were selected. Moreover, though the research area was Addis Ababa, as the ECCE policy has been established by Ministry of Education, respondents were also selected from it. Hence, to study the practice of preschool policy at school level eleven kindergartens were selected. On the other hand, to study the same issue at education office level MoE, Addis Ababa Education Bureau, five Sub Cities and eleven Woredas were selected. At kindergarten level all principals, main and assistant teachers of the selected kindergartens were included to be respondents.

Moreover, from the user side, the researcher took three parents from each kindergarten. The reason for taking three was to participate one parent from each level of the center (KG₁, KG₂ and KG₃) as it was helpful to gather complete information of the selected kindergartens. On the other side, the organizational structure of education offices showed that there is one pre-primary education expert in Woreda, three in Education Bureau and three in MoE. In addition to this, there was also one Pre-school Supervisor in the Sub Cities.

Hence one respondent from each of the selected Woreda and Sub City were selected. But in the Education Bureau and MoE, since ECCE experts were found in different agency and directorates, to get full data for the study two respondents were taken from each. Hence, (81) teachers, (81) assistant teachers, (11) principals, (33) parents and (20) education officials were selected as participant. Therefore, total of (226) respondents were selected as respondents of the study.

B. Sampling Technique

As teachers and their assistant were large in number their opinion was gathered using questionnaire. Since the researcher decided to include all main and assistant teachers one of the random sampling techniques (available sampling) was applied. On the other hand, Principals, parents and education officials were selected using non random sampling (purposive sampling) technique.

Table 3.1: Target population and sample of the study

Respondent	Target Population			Sample			Sample size in %	Sampling Technique
	M	F	Total	M	F	Total		
Experts from MoE	3	-	3	2	-	2	66	Purposive
Experts from Ed. Bureau	3	-	3	1	1	2	66	Purposive
Experts from Selected Sub City	4	1	5	4	1	5	100	purposive
Experts from Selected Woreda	8	3	11	8	3	11	100	purposive
Principals from Kg	-	11	11	-	11	11	100	purposive
Teachers from Kg	2	79	81	2	79	81	100	Available
Ass/teachers from Kg	1	80	81	1	80	81	100	Available
Parents	-	-	-	-	-	33	-	purposive
Total	226							

Kg: kindergarten

3.4 Instruments and Data Collection Processes

In order to enhance the validity and trustworthiness of the study, various instruments were employed for data collection. Hence, data was obtained through document analysis questionnaire, interview and observation.

3.4.1 ECCE Document Analysis

Early Childhood Care and Education Policy documents were used to collect and evaluate data about preschool policy provisions. A checklist consisting of eleven major questions regarding activities to be carried out by teachers of kindergartens was developed. Using this instrument ECCE document analysis was conducted. These documents were ECCE Policy Frame work (MoE, MoH and MoWA, 2010), ECCE Policy Guidelines (MoE, MoH and MoWA, 2010) and ECCE Operational plan (MoE, MoH and MoWA, 2010). Together with this, Annual Educational Abstracts (MoE, 1999-2015), ESDP documents (I-V) of Ministry of Education and Preschool standard were consulted.

3.4.2 Questionnaire

This questionnaire was prepared by modifying the already existing tool that was used on the study with the title “Policy and Practice of Pre-school Education in Oromiya regional

state” (Temesgen, 2006). The type of the questions included was mixed items (closed & open ended). The format for closed ended item was based on Likert scale and for open ended items was in the form of questions. The Likert scale was valued as very high (5), high (4), medium (3), low (2) and very low (1).

In the selected Government kindergartens, the majority of main and assistant teachers have similar qualification, salary and responsibility. For this reason, the same questionnaires were used for both respondents. The questionnaire was structured in three main parts. The first part included seven demographic questions (Name of the sub city, name of the kindergarten, Sex, Age, Status/position, Qualification and Years of service). The second part included thirty-nine questions on the implementation and four on the challenges of preschool program. The third part included two open ended items. Thus total number of questions was 53.

3.4.3 Interview

Phase one: To study the practice of preschool policy at kindergarten level interview was conducted with eleven principals. The content and number of interview questions were the same as teachers’ questionnaire. The reason why the same questions for both interview and questionnaire was two. Similar to Principals, teachers with good commitment and work experience are expected to have all the information about the school activity. The second reason was connected with the method of the study. It compares the response of both sides for each item. On the other hand, trial interview was conducted with one principal out of the research site to check clearness of the questions. As the organization of PTA was not uniform in all kindergarten, it was not suitable to use it for the study. The researcher therefore, preferred to use the actual user of the program (parent). Hence 5 general questions were developed for the interview of parents to cross check the response of other respondents.

Phase two: A separate interview tool comprised of eleven general questions about coordinating preschool education were developed for (20) education officials namely, from Woreda, Sub City, Education Bureau and Ministry of Education. The purpose was to study the implementation and challenge of the policy at office level and to triangulate

the answer of kindergarten respondents. Moreover, similar interview procedure and approach were applied to all interviews.

3.4.4 Observation

List of items were developed to gather field notes through observing research site. Observation is the process of gathering firsthand information at a research site through taking information as it occurs in a setting (Creswell, 2012). Hence, it was conducted in the class rooms, in the compound to observe game materials and facilities and different documents as well. Five images were captured from each kindergarten to use as a supplementary data.

3.5 Validity and Reliability of the Instrument

The researcher modified and used the questionnaire developed by other researcher. Though nothing was mentioned about the Cronbach alpha reliability analysis, it was developed by making a thorough and critical review of related literature and was commented by an advisor (Temesgen, 2006). As literatures state that using more than one data collecting tools in a single study helps to complement and improve the reliability and validity of instruments (Hunter, 1989, Patton, 1987 as cited in Sisay (2016), this study used multiple method of data collection tools (interview, observation and analysis of relevant documents). Reliability is an instrument's ability to consistently produce the same results for an individual over time and Validity is about ensuring what the instrument claims to measure is what it truly measures (Marguerite, 2010).

Besides, for further improvement of the adapted questionnaire, the researcher used face validity method by distributing the tool for preschool teachers. As a result, two redundant questions were rejected and one was modified from the questionnaire. Again, translation and back translation of questionnaire was done with the intention of minimizing language barriers on the part of the participants.

3.6 Data Gathering Procedure

Following the approval of the research title, the researcher went to Addis Ababa Education Bureau to collect general information regarding the research site. Moreover, he collected relevant documents to develop research proposal. After it was accepted by the

department, data regarding preschool policy were collected from national ECCE policy documents (MOE, MOH & MOWCA, 2010). In addition, preschool standard was also used.

Then the researcher went to sample kindergartens and education offices to discuss about the purpose of the study by submitting cooperation letter. After getting permission, questionnaires were distributed to main and assistant teachers. Its distribution and collection were coordinated by the researcher with close support of principals. After completing data collection process at kindergarten level the researcher went to Woreda, Sub City, Education Bureau and Ministry of Education to collect qualitative data.

3.7 Procedure and Method of Data Analysis

Procedure of the analysis was comprised of three parts and they were ECCE document analysis, implementation of the program and challenges encountered in practicing the preschool policy:

- a) ECCE document analysis:** -it was carried out in two ways:
 - ~ Content of the preschool policy was partially assessed by developing a tool with four general questions on the area of (Stakeholders involvement, Research base for the program, Investment in preschool education and Child care service for preschool children). The assessment was done using policy content analysis technique; and
 - ~ A checklist consisting of eleven major activities to be carried out by teachers of kindergartens was developed. Using this instrument, data or policy provisions were collected from ECCE document using inductive analysis technique. According to Thomas (2006) inductive analysis technique is a method of condensing raw data in to a brief or summary to establish clear links between research objective and the finding.
- b) Implementation:** - it was also accomplished in two phases:

Phase one: Data collected from kindergartens was analyzed using both quantitative & qualitative analysis (Or concurrent method). Descriptive and inferential statistics were used to analyze the data by using SPSS (statistical packages for social science). To identify the response of the majority mean, mean difference and standard deviation were used. Moreover, to evaluate the difference between the responses of the two groups t-test

was applied. Demographic characteristics of respondents were analyzed using percentage and frequency distribution. On the other hand, the qualitative part used description and thematic analysis technique. Then the two results were discussed side by side for each item. Moreover, since preschool standard was developed within the framework of preschool policy, it was also used as a reference in the analysis.

Phase two: Data collected from education offices (Woreda, Sub City, and Ed/bureau & MoE) was analyzed using qualitative analysis method. The technique applied was thematic analysis with descriptions.

- c) **Challenge:** -problems or difficulties encountered in practicing the preschool policy at kindergarten and education office level was discussed independently.

3.8. Ethical Considerations

In the process of data collection ethical issue was given attention. Regarding the purpose of the study, discussion was held to make participants agreeable to be involved in the study. They were also informed that everything gathered from them kept secret. Ethical issue was also anticipated during report writing. In case, when results became unexpected or different from what was existing on the ground, the methodology itself was suitable to resolve it by comparing the two data sources.

Chapter Four: Presentation, Analysis and Interpretation

This chapter deals with Presentation, Analysis and Interpretation of Data. The study was conducted by categorizing it into ECCE policy provisions, policy implementation and challenges encountered. Therefore, next to demographic characteristics of respondents, in the first part of this section, analysis of policy provisions was presented. In the second part, analysis of data regarding implementation and challenges of the program were discussed.

4.1 Summary of the Collected Data

The main purpose of the study was to examine the status of preschool policy in Addis Ababa by weighting its implementation against policy provisions in the selected kindergarten education offices. To this end, the researcher conducted ECCE policy document analysis. In addition, data about implementations were collected from kindergartens and Education offices.

For the study conducted at kindergarten level, questionnaire was distributed to 162 main and assistant teachers. From the total questionnaires (n=154) were returned. Moreover, during the process of data cleaning seven unfinished questionnaire were excluded. On the other hand, though all principals of the selected centers were interviewed, from 33 parents, only (n=27) of them were interviewed. For the study conducted at the Education office level, those who interviewed were eleven education officials from Woreda, five from Sub City, two from Education Bureau and two from Ministry of Education. Therefore, the total number of participants who took part in the study is (N=205).

4.2 Demographic Characteristics of Respondents

The characteristics of respondents related with age, sex, work experience and educational qualifications are put as follows:

Table 4.1: Kindergarten Respondents by Age and Sex

Variable	Category	Respondents							
		Teacher		A/teacher		Principal		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Sex	M	6	8	4	5.5	-	-	10	7
	F	69	92	68	94.5	11	100	137	93
	Total	75	51	72	49	11	100	147	100
Age	18-22	7	9.4	15	20.8	1	9	23	15
	23-27	20	26.6	31	43	3	27	54	36
	28-32	30	40	17	23.6	4	37	51	34
	33-37	12	16	7	9.7	2	18	21	14
	≥38 yrs.	6	8	2	2.9	1	9	9	1
	Total	75	100	72	100	11	100	158	100

As shown in the Table 4.1, all principals (N =11), teachers (n =69) 92% and assistant teachers (n=68) 94.5 % were females. On the other hand, the pre-primary school standard of Addis Ababa Education Bureau (2013) states that teachers and principals should be female. Hence, the table indicates that majority of respondents in the selected kindergartens were females.

With regard to respondents' age, teachers (n=7) 9.4 % and assistant teachers (n=15) 20.8 % were between 18-22 years. Moreover, (n=20) 26.6% of teachers and (n=31) 43 % of assistant teachers belong to the age group 23-27. On the other hand, (n=30) 40% of teachers and (n=17) 23.6% of assistant teachers belongs to age group 28-32. On the other hand, (n=12) 16% of main teacher and (n=7) 9.7 % of assistant teachers were from age group 33-37. The age of (n=6) 8% of main teachers and (n=2) 2.9 % of assistant teachers belong to age 38 and above. Therefore, the smallest age group was 38 years and above. This shows, since the majority of teachers and their assistants are young, if they get the appropriate technical support and on job training there exist a high potential. With regard to principals, the table indicates that (n=8) 73 % of them were below age 33. Therefore, the majority of them were younger people and this has a positive impact on the effectiveness of principals.

Table 4.2: Education office Respondents by Age and Sex

Variable	Category	Respondents									
		Woreda		Sub city		A/A/E/B		MOE		Total	
		f	%	f	%	f	%	f	%	f	%
Sex	M	8	73	4	80	2	100	2	100	16	80
	F	3	27	1	20	-	-	-	-	4	20
	total	11	100	5	100	2	100	2	100		100
Age	18-22	-	-	-	-	-	-	-	-	-	-
	23-27	1	9	-	-	-	-	-	-	1	5
	28-32	6	55	-	-	-	-	-	-	6	30
	33-37	3	27	3	60	-	-	-	-	6	30
	≥38 yrs.	1	9	2	40	2	100	2	100	7	35
	TOTAL	11	100	5	100	2	100	2	100	20	100

Regarding education experts, (n=8) 73 % of Woreda, (n=4) 80 % of Sub City, (n=2) all Education Bureau Experts and (n=2) all Experts of Ministry of Education were male respondents. This indicates, the number of female Education experts was low. Concerning age of respondents, none of them were belonging to the age group 18-22. On the other hand, majority of the Woreda and Sub City experts were belonging to the group 28-32 and 33-37 respectively. All of the experts in the Education Bureau and Ministry of Education were above 38. In general, from total respondents (n=13) 65 % were above 32. Hence, the majority of the total respondents were adult people and this shows they are matured enough to carry out their responsibility.

Table 4.3: Kindergartens Respondents by Qualification and Service Year

Variable	Category	Teacher		A/teacher		Principal		Total	
		<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
Qualification	B/certificate	-	-	5	7	-		5	3
	Certificate	49	65	67	93	4	36	120	76
	Diploma	26	35	-	-	7	64	33	21
	First degree	-	-	-	-	-	-	-	-
	Sec/ degree	-	-	-	-	-	-	-	-
	Total	75	100	72	100	11	100	158	100
Service	< 2 yrs.	-	-	17	24	1	10	18	11
	2-4 yrs.	10	13	39	54	2	18	51	32
	5-7yrs.	33	44	12	17	4	36	49	31
	≥8 yrs.	32	43	4	5	4	36	40	26
	TOTAL	75	100	72	100	11	100	158	100

The above Table shows (n= 7) 64 % of principals and (n=26) 35 % of main teacher were diploma holders. On the other hand, 93 % of assistant teachers were certificate holders. Thus, majority of teachers were below the standard and this implies that pre-school teachers need training support. Regarding work experience (n=10) 13 % of teachers were from 2-4years, (n= 33) 44% from 5-7 years and (n=32) 43% of them belong to the age group 8 years and above.

This shows the experience of the majority belong to the group 5-7 years. Concerning assistant teachers, (n=17) 24% were below two years, (n=39) 54 % between 2-4 years, (n=12) 17% between 5-7 years and (n=4) 5 % had experience of 8 years and above. This shows the experience of the majority of assistant teachers were in the group 2-4 years. On the other hand, (n=1) 10% of principals had experience less than two years. Four or 36% was between 5-7 years and again the same percent of principals had experiences of 8 years and above. This indicates the majority of them had enough experiences.

Table 4.4: Education Office Respondents by Qualification and Service Year

Variable	Category	Respondents									
		Woreda		Sub City		A/A E/B		MoE		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Qualification	B/certificate	-	-	-	-	-	-	-	-	-	--
	Certificate	-	-	-	-	-	-	-	-	-	-
	Diploma	-	-	-	-	-	-	-	-	-	-
	First degree	11	100	1	20	-	-	-	-	12	60
	Sec/ degree	-	-	4	80	2	100	2	100	8	40
	Total	11	100	5	100	2	100	2	100	20	100
Service	< 2 yrs.	-	-	-	-	-	-	-	-	-	-
	2-4 yrs.	-	-	-	-	-	-	-	-	-	-
	5-7yrs.	-	-	-	-	-	-	-	-	-	-
	≥8 yrs.	11	100	5	100	2	100	2	100	20	100
	Total	11	100	5	100	2	100	2	100	20	100

The above Table shows all respondents (N=11) from Woreda and one (20 %) from Sub City were first degree holder whereas, (n= 4) 80% of Sub City and all the rest education officials were 2nd degree holders. This shows experts at office level were better qualified than teachers and principals. With regard to other Education officials (Woreda, Sub City, Education Bureau and MoE) all of the respondents had an experience of more than eight years. These shows, majority of them were more experienced than teachers.

Table 4.5: Parents Disaggregated by Gender and Literacy

Sub city	No of parents	Percentage of literacy				Percentage of gender			
		Literate	%	Illite rate.	%	F		M	
						No	%	No	%
Arada	6	5	83	1	17	4	67	2	33
Gulele	6	4	67	2	33	4	67	2	33
Yeka	8	6	75	2	25	5	75	3	25
A/kality	6	3	50	3	50	4	67	2	33
K/keraniyo	1	1	-	-	100	1	100	-	-
Total	33	19	70	8	30	18	66	9	34

Literate: able to read and write

Illiterate: not able to read and write

A total of (N=33) parents from (N=11) kindergartens, (n=3) from each center and one from each level (KG₁, KG₂ and KG₃) were expected to be respondents of the study. Among these (n=27) 82% were interviewed. Table 4.5 also depicted that (n= 8) 70 % of them were literate. This indicates that majority of participants were capable of understanding and participate actively in the interview. Regarding gender (n=18) 66% were females. This pointed out that majority of parents who participated in the study were females.

4.3 Data analysis and Interpretation

Under this section results of the study were presented in three phases. In the first part, analysis of ECCE documents (MoE, 2010) was presented. In the second part, data collected from Kindergartens and Education offices were analyzed using concurrent and qualitative methods respectively. Finally, Challenges encountered in practicing the program were discussed.

4.3.1 Pre School Policy

Under this section result of ECCE document analysis is presented. Questions were developed based on Policy content analysis format to assess the ECCE document. On the other hand, checklist was used to collect data (pre-school policy provisions) from ECCE policy Guideline. Therefore, in the first part of this section Preschool Policy Assessment is discussed. In the second part pre-school policy provisions are discussed.

i. Preschool Policy Assessment

A. Stakeholders Involvement

It is stated in the policy framework that the preparation of the document involved representatives from different Ministries (MoE, MoH, MoW/C & S/A), Save the Children, UNICEF (MoE, 2010). On the other hand, literature indicates that preparation of such national document needs to participate representatives from regions, district level authority, business community and Teacher Association as it helps to collect relevant inputs for the document and to increase its acceptance (OECD, 2006). This shows that there was a limitation in participating major stakeholders of the program.

B. Research Base for the Program

The National policy framework (MoE, 2010) indicates that all the national ECCE policy documents were prepared based on the result of a research conducted on the status of children of the country. However, the majority of the content and data of the research were about children above the age of the target group.

C. Investment in Preschool Education

In the framework it is stated that investment in the ECCE program helps the country to be benefited by increasing productivity, high economic returns, and cost savings and for the reduction of poverty (MOE, MOH and MOWA, 2010). This implies more resource should be allocated to the pre-primary education program. However, it was planned to deliver ECCE service to all children of the country using only the existing resource and structure which does not lead to the intent of the policy. This shows enough attention was not given for the program.

D. Child Care Service for Preschool Children

The policy frame work states that child health care program is provided to children from 0-3years by the Ministry of Health and Childhood Education is provided to children from age 4-6 by the Ministry of Education. This shows that child health care service for children above 4 and childhood education for children below age 4 are not given attention.

E. Consistency of the Content

Regarding Preschool program, the ECCE policy frame work (MOE, MOH and MOWA, 2010), on page 23 states that community-based kindergartens should be provided to all children from 4 to 6+ years old. On the other hand, the same document on the same page states that the age of these children is from 3 to 6+ years. This shows in consistency in the content of the policy document.

ii. Preschool Policy Provisions

Data were collected from the three ECCE documents (Framework, Guideline & operational plan). The instrument used was a checklist and the method was inductive analysis technique. Therefore, the pre-school policy provisions taken from the documents (MOE, MOH and MOWA, 2010) are presented as follows:

a) Kindergarten

1. Target Group or Beneficiaries of Kindergarten Program

- ~ Targets children are from age four to six.
- ~ Attention is given for vulnerable children
- ~ Priority is given for children with special needs

From this one can conclude that, the program is designed to bring equity as the target group includes children who are vulnerable, having special needs and aged from four to six.

2. Physical Environment of Kindergartens

- ~ The kg is physically safe and free from garbage sites;
- ~ Have adequate latrine service;
- ~ Have adequate water supply;
- ~ Adequate space in the class room; and
- ~ Adequate size of school compound.

Therefore, it is possible to come to the conclusion that physical environment of kindergartens should be located in a safe place and equipped with necessary facilities with sufficient space.

3. Learning materials that should be available in the Kindergartens

- ~ Stimulating learning materials such as puzzles, riddle and guessing games, geometrical shapes, stories, fairy tales, should be available;
- ~ The class rooms and their walls should be equipped with learning materials and visuals rich in color and textures; and
- ~ There should be out door game equipment that is developmentally appropriate (M0E, MoH and MoWA, 2010).

This indicates that for class rooms to be attractive for children it should be equipped with different learning materials and equipment's. It also highlights the materials and equipment's should be developmentally appropriate.

4. The Program of different activities in the Kindergartens

- ~ Teachers prepare and use daily lesson plan;
- ~ Pre-school programs runs for three terms in a yea; and
- ~ Adequate time should be scheduled for play, discovery and rest (M0E, MoH and MoWA, 2010).

This shows every activity program in the preschool should be carried on the bases of plan. In addition to this, it indicates that kindergarten program should give enough time for play and rest.

5. Material and Content of Kindergarten Curriculum

- ~ Teacher guidebook should be readily available to all teachers;
- ~ Curriculum materials should be government-approved;
- ~ The material should be adapted to the local context;
- ~ The content of the curriculum should be developmentally appropriate; and
- ~ The curriculum should emphasize different aspects of the child development (M0E, MoH and MoWA, 2010).

From this one can infer that content of the curriculum should be government approved, adapted to the local context and should emphasize different aspects of the child development.

6. Learning Methodology in the Kindergartens

- ~ Child-centered approach;
- ~ Facilitating group setting to help children share experience;
- ~ Supporting and encouraging children effort in the process of learning;
- ~ mainly play based teaching approach; and
- ~ Utilization of different teaching aids in the classroom (M0E, MoH and MoWA, 2010).

Therefore, the methodology should be active learning involving adult support.

7. Assessment of Children in the Kindergarten

- ~ Assessment should be continuous using appropriate methods;
- ~ It should not be used as a basis for promotion and encouragement; and
- ~ Result should be communicated to parents (M0E, MoH and MoWA, 2010).

Therefore, assessment should be continuous and should be used only to fill the gap of children by working with parents.

8. Main and Assistant Teachers in the Kindergartens

- ~ Teachers should be certified on preschool teaching profession;
- ~ ECCE caregiver is assigned for both all classes;
- ~ Caregivers should complete grade 8 with health and nutrition assistant certificate; and
- ~ The class size should be 30 for age (4-5) and 40 for age (5-6). Or on average (35) (M0E, MoH and MoWA, 2010).

This shows the teaching and learning process should be led by trained main and assistant staffs in the classroom with appropriate class size.

9. Participation of Parents and Communities in the Kindergartens

- ~ Parents and teacher regularly share information on the child's progress;
- ~ Regular PTA meetings should be held within the year;
- ~ Information about the home environment of children should be made available to the teacher; and

~ There should be Collaboration community-school (M0E, MoH and MoWA, 2010).

Therefore, the effectiveness of the preschool is based on parent and community participation.

10. Health and Nutrition service in the Kindergartens

- ~ Health workers provide regular health check-up for children and awareness for all staff's;
- ~ Growth monitoring charts is used to follow up the change of children;
- ~ There should be first aid service for children whenever they need; and
- ~ Feeding should be done in a hygienic and clean environment.

Therefore, this indicates pre-school program focuses on nutrition and health of children as it has impact on the quality of children learning.

11. Monitoring the Kindergartens Program

- ~ The Ministry of Education is the leading and responsible ministry for pre-school program; and
- ~ Regular monitoring of pre-schools should be conducted.

Therefore, education officials have the responsibility to conduct supervision support for preschools activities (MOE, MOH and MOWA, 2010).

b) Policy Provisions for Education Office

Regarding responsibility of Education offices at different levels ECCE document analysis was conducted by using similar checklist and analysis technique. Therefore, the pre-school policy provisions stated in the ECCE documents (MOE, MOH and MOWA, 2010) are presented as follows:

1. Structure of the Program in the Education Offices

- ~ There is a task force / technical committee at all levels;
- ~ There is a highly qualified focal person as coordinator of the program at all level; and

- ~ There is an ECCE expertise center at national level.

This shows the Structure of the program includes establishing a taskforce and involving ECCE focal persons and using expertise centers.

2. Management of the ECCE Program

- ~ The three ministries (education, health and women affair) work together;
- ~ MOE is the coordinator of the program; and
- ~ MOE is the coordinator Pre-primary education program.

This shows Management of the ECCE program is a multi-sectorial program involving the three ministries.

3. Partners' Role

- ~ NGO's support the program by providing capacity building;
- ~ NGO's also Participate in resource mobilization;
- ~ Parents work as members of the committee of the Preschool program; and
- ~ Community leaders participate in the Mobilization of resources.

This indicates that partners' role is decisive in supporting and mobilizing resources for the effectiveness of the program.

4. Roles of Government

- ~ Provides policy guidelines on ECCE;
- ~ develops the curriculum including play and teaching materials; and
- ~ provide learning and play-equipment through Woreda education office.

•Capacity Building /Training

- ~ Provides training services; and
- ~ Facilitates in certifying kindergarten teachers training institutions.

•Monitoring and Evaluation

- ~ Maintains standards and quality assurance; and
- ~ supervises Preschool Programs.

This shows the role of government includes, provision of educational input, training and monitoring of the program (M0E, MoH, MoWA, 2010).

4.3.2. Implementation

Under this section data collected from kindergartens was analyzed using concurrent method. Respondents of Kindergartens were principals, main teachers, assistant teachers and parents. Questionnaire collected from teachers and their assistants were analyzed using descriptive statistics and t-test. The interview of principals was analyzed using thematic analysis and descriptions. Results of the questionnaire and interview were compared.

Moreover, data collected from Education offices were analyzed using thematic analysis and descriptions. Respondents for this part were education officials from Woreda, Sub City, Addis Ababa Education Bureau and Ministry of Education. Therefore, to use the opinion of respondents in the analysis, pseudo names were given: Kindergarten Principal (KP), Woreda Education Expert (WEE), Sub City Education Expert (SEE), Addis Ababa Education Bureau Expert (AEBE), Ministry of Education Expert (MEE) and Parents (PA).

4.3.2.1. Implementation in the Kindergartens

Using concurrent method qualitative data from principals (interview) and quantitative data from teachers/ assistants were discussed as follows. In the analysis of the quantitative data the Likert scale was valued as very high = (5), high= (4), medium= (3), low= (2) and very low= (1).

Table 4.6: Policy Target Groups: -

Under this sub heading enrolment age, vulnerable and children with special needs are included.

No	Item	Group	Mean	Mean Difference	Std. dev.	T-test	Sig (2-tailed)
1.1	Only children aged from 4-6 are allowed to be enrolled in the kindergarten	MT	4.21	0.01	.759	1.3	.90
		AT	4.22		.892		
1.2	Priority is given for children with special needs or with some other impairment	MT	3.37	0.31	1.46	.09	.19
		AT	3.06		1.49		
1.3	Priority is given for vulnerable children /children from economically poor families	MT	4.24	0.10	.87	.73	.92
		AT	4.14		.87		

>0.05 no significant difference

<0.05: there is a significant difference

MT: main teacher

AT: assistant teacher

The above Table shows that the response of main and assistant teachers is 4.21 and 4.22 respectively. The average mean of all respondents for this item was 4.22. Moreover, there is no statistical difference between the two responses. Hence, this shows that most of the respondents agreed that only children aged from 4 to 6 were allowed to be enrolled in the kindergarten. Similarly; interview carried out in the kindergartens revealed that the response was similar. That means (n=8) respondents, (72%) answered that registration was allowed only from age 4-6 and was carried out using birth certificate and baptism (KP, 2018). In addition to this, the same respondents shared that any child who has reached age 4 shall have the right to enter school even though there are no enough classrooms. Furthermore, though priority was given for surrounding children, kids from far area (Oromia region) were also admitted (KP, 2018).

Conversely, 28% of respondents answered that even though registration was done based on age criteria, there were parents who were bringing their children at the age of three years considering the center as day care (KP, 2018). On the other side a principal expressed:

Previously, registration of children had been carried out only in the Woreda Education office. The school was not participating in the process and there was a transparency problem. Finally, we were allowed to send our teacher to be involved in the Woreda Committee during the time of registration. So I can say that in my school there is no child below four.

(KP, 2018)

Regarding to this point, literatures show that, many countries in Africa have almost similar starting age which ranges from age three to five (AU outlook on Education, 2014). However, in Ethiopia for delivering this service the age is from 4 to 6. However, two principals from two different Sub Cities commented that, identifying appropriate age only by looking at the physical status was very difficult. And this sometimes made the registration process complex. On the other side, 85% of interviewed parents responded that registration was done on the appropriate age. But the remaining 15 % didn't agree by justifying that centers having enough room for admitting additional children, they let in them though they didn't fulfill age requirement.

In sum, responses from both data sources revealed that admission of children was from age 4-6.

Regarding priority for children with special needs, the response of both respondents of the questionnaire was 3.37 and 3.06 respectively. The mean for all respondents is 3.21. Moreover, there is no statistical difference between the two mean scores. Hence, this shows that most of the respondents agreed that the practice was at medium level. On the other hand, interview conducted with the majority showed that the issue of this group of children was not given due attention. They further explained that buildings, water supply, toilets services and learning materials available didn't take this group of children into account, there were no trained expert on special needs. Nevertheless, the study showed

that teachers give lesser support in the classroom level and additionally, (n=5) 45% of the centers has collected important data about this children.

Since there is a slight divergence between the result of questionnaire and interview the researcher used the observation field note to find out the truth. Accordingly, it revealed that there was only one kindergarten (9%) in Yeka Sub city providing speech therapy for these children. In addition, the building of the same school was to some degree take in to account the need of these children. However, in the majority of the centers, Practical priority was not given to them. Totally the study showed that the practice of giving priority to these groups of children was insignificant.

Concerning vulnerable children /children from poor families the mean score of the main and assistant teachers are 4.24 and 4.14 respectively. The average mean is 4.18 and the Table also shows that there is no statistical difference between the two scores. It indicated that both groups agreed on the item. Similarly, interview result of the majority principals indicated that the service was given freely to all children. Parents pay a fee only once in a year (from 50 – 100 Birr). Moreover, those families with economic problem were not forced to pay, instead contributes free labor service (like cleaning, cooking). Again majority of them (n= 6) 54% added that children from economically poor family were supported with school feeding program.

Nevertheless, with regard to the feeding program as explained by one respondent:

It is true that there is feeding program; I have two children taking the service. However, they always complain that they don't get enough food. Though I am poor, I don't send them without food.

(PA, 2018)

In general, the information gathered through interview shows that though the ECCE program in the Government elementary school was designed to target children of poor families, the education service was free to all regardless of economic status. Regarding this, literature states that the main reason to expand ECCE program is to support children from poor families (UNICEF, 2005). Totally, the response from both sources of data

indicated that there is an effort to support children from poor families. The number of beneficiaries of school's feeding program is presented as follows:

Table 4.7: Percentage of Beneficiary Children on the Feeding Program

Sub cities	No of KGs	No of students	No of beneficiaries	percentage	Sponsor
Yeka	3	899	200	22.2 %	NGO
Arada	2	528	79	14.9 %	NGO & Gov.
Kolfe	2	1348	138	10.2 %	NGO
Total	7	2775	417	15 %	

The above Table shows that in the preschools where, the program was implemented, more than half of children were not included in the feeding program. Moreover, the table also shows that the program is supported by NGO's.

Table 4.8: Physical Environment of the Kindergartens: -

Under this heading the site, facilities and adequacy of space are discussed.

N o	Item	Group	Mean	Mean Diff.	Std. dev.	T- test	Sig. (2- tailed)
2.1	The kg is physically safe and free from garbage sites	MT	3.6	0.29	1.07	1.3	.90
		AT	3.31		1.13		
2.2	Adequate latrine service is available.	MT	1.67	0.05	.86	.09	.19
		AT	1.72		.71		
2.3	Water supply is adequate	MT	1.85	0.04	1.3	.73	.92
		AT	1.81		1.2		
2.4	The space in the class room is adequate for free movement	MT	1.80	0.02	.615	- .179	.85
		AT	1.82		.699		
2.5	Size of the school compound is adequate	MT	2.07	0.01	.875	- .118	.90
		AT	2.08		.835		

>0.05: no significant difference

<0.05: there is a significant difference

MT: main teacher

AT: assistant teacher

Regarding item 2.1, kindergarten is safe and free from garbage sites, the mean score of the two groups are 3.6 and 3.3, respectively and the mean for both respondents is 3.45. The table also shows that there is no meaningful difference between the two scores. This shows that the status of the site is neither good nor bad. On the other side, the result of the interview with (n=7) (64%) principals showed that the school environment was unsuitable for children.

Similarly, observations revealed that nine Kindergartens (82%) were established following the already existing primary schools. This shows the selection of the site did not take the kindergarten program in to account. 27 % of the observed kindergartens were exposed to awkward situation, such as market place, hotels and noises from youth centers and slum area. Moreover, (n=3) (27%) kindergartens were built on the main road of the city .Thus the observation result is similar to the response of principals. In general, the study showed that the location and site of the majority kindergartens was unsuitable.

Regarding item 2.2, the above table indicated that response of most main and assistant teacher is 1.67 and 1.72, respectively. The mean for both respondents is 1.7 and the Table also shows that there is no meaningful difference between the two scores. This shows the adequacy of the latrine service was low. Regarding the same issue, in six of the schools (55%), it was explained that there was a sanitation problem due to shortage of water and sanitary worker (KP, 2018). Additionally, one respondent told that although new toilet was built, because of the design problem, it was inoperative (KP, 2018).

More over although preprimary education standard states that for one classroom with forty children there should be a toilet with two rooms, observation indicated that only one kindergarten (9%) met the standard. Plus, to that, there was also another kindergarten that was using common toilet for both kindergarten and grade students. Hence, both results of quantitative and qualitative results converged indicating that the status of the toilet service was inadequate. Item 2.3 indicates that the response of the groups is 1.85 and 1.81, respectively. The mean for both respondents is 1.83 indicating that the status was low. However, interview showed that there is a water supply service in all studied centers. Regarding this point, two respondents expressed:

Though not enough there is a water facility or water tap but due to topography of the area sometimes we don't get it from the source. Because of this reason, many times parents were forced to bring water to the center.

(KP, 2018)

The preschool standard again indicated that for one classroom with forty children there should be water supply with two water taps. Nevertheless observation showed that even though all centers had water supply only (n=4), (36%) met the standard. Hence the study disclosed that the status of water service in the studied kindergarten needs to be improved.

Item 2.4 show that the mean value of the two respondents is 1.8 and 1.82, respectively and no substantial difference between them. The mean for both respondents is 1.81 and this shows that there is shortage of space in the classroom. Moreover, 73% of respondents gave similar answer. However standard of pre-primary schools indicates that classroom space size should be 36-46 square meter and space in the classroom per child 1.55 sq. But, only three (27%) centers met the standard. Therefore, the whole respondents agreed that there is a shortage of space in the classroom.

Item 2.5 show that the response of most main and assistant teacher on the adequacy of the space or size of the compound is close to low. The mean value of the both respondents was 2.07 and 2.08, respectively. The mean for both respondents was 2.075 indicating that the space is not adequate. On the other hand, interview of the (n=11) principals revealed that the size of the compound of all the centers were at least 500 sq. kare meter. But only three principals (27%) responded the size of their compound is proportional to the number of students. Regarding this issue one respondent mentioned that:

Though its size is guessed to be more than 500 sq. Meter, the size of the compound is very narrow. There is no enough space for outdoor game. The size of the compound and its buildings are not enough for all these children. Woredas simply register and send children to us. But they don't support us to improve and expand the facilities of the center.

(KP, 2018)

Hence, the response of both teachers and principals showed the existence of the challenge. Thus in the majority of the studied kindergartens the space of the compound is not adequate. In sum, the toilet service, water supply and class size of the eleven centers were in a low status and presented as follows: -

Table 4.9: Facilities in the 11 Kindergartens

No	Sub City	KG _s	School facility ratio						
			Pupil	C/room	Ratio	Water tap	Ratio	Latrine	Ratio
1	Yeka	3	899	20	1:45	59	1:16	18	1:50
2	Arada	2	528	14	1:38	16	1:33	12	1:44
3	Gulele	2	605	15	1:40	23	1:26	15	1:40
4	K/krnyo	2	1348	23	1:59	37	1:36	32	1:42
5	A/kality	2	477	9	1:53	24	1:20	11	1:43

The above table indicates that sample kindergartens in Arada and Gulele met class size standard, while Yeka and A/kality also met the standard for water service. But regarding toilet service all centers in the studied Sub Cities is under questions.

Table 4.10: Learning Materials:- Under this subtitle the adequacy of learning materials in the kindergartens is discussed.

No	Item	Group	Mean	Mean diff	Std. de	T-test	Sig. (2-tailed)
3.1	Adequate learning materials (puzzles, riddle and guessing games, stories and fairy tales, etc.) are available.	MT	3.31	0.24	1.07	1.3	.90
		AT	3.07		1.13		
3.2	There are a variety of visuals rich in color, texture and shape on the walls of the class room to increase creativity.	MT	4.37	0.01	.86	.09	.19
		AT	4.36		.71		
3.3	Adequate outdoor play equipment (balance, swings, merry go round, ladder etc.) are available.	MT	2.61	0.15	1.3	.73	.92
		AT	2.46		1.2		

>0.05: no significant difference

<0.05: there is a significant difference

MT: main teacher

AT: assistant teacher

On the above table item 3.1 depicts that the response of most of main and assistant teachers is 3.31 and 3.07 respectively, which indicates that the adequacy of the materials was medium. Similarly interview conducted indicate that in 64 % of the centers even though there were some learning materials, they were not sufficient enough to distribute among all children because of scarcity. Furthermore, two of them (18%) mentioned that shortage of the material was too severe. However, in two other Kindergartens (18%) principals revealed that materials, such as puzzle, construction block, Yefidel Gebeta, books of tales etc. were found abundantly. Concerning the source of teaching materials schools were equipped, respondents expressed as:

Teachers produce different teaching materials. However, unless we provide them raw materials for the production, they can't do it. For this we need to be supported with enough budgets. The quality and amount of material production depends on the capacity of teachers. But our teachers are not getting enough training on how to produce these materials. Even though it is not enough, there is one NGO that provides supplementary reading materials.

(KP, 2018)

Regarding the availability of variety of teaching aid materials, texture and shape on the walls of the class room, the mean values of the respondent are 4.37 and 4.36, respectively. The mean for both respondents is 4.365. And again table 4.8 on item 3.2 shows that there is no significant difference between the two scores. Hence the response showed classrooms were equipped with teaching aid. Regarding the same issue, the interview, similarly indicated that in 82 % of the centers the status of the issue was found good.

Furthermore, observation made in sample class rooms revealed that in most of the kindergartens, classrooms and their walls were equipped more or less with different teaching aids and held corner of medical, shopping, language, toys and math's etc. Which were prepared by dedicated teachers? One principal expressed that the quality of equipping the classrooms with different teaching materials is much depended on the

commitment of teachers working in the classroom. However, she also mentioned that though teachers want to prepare the materials the scarcity of the budget was an obstacle. In general, both results indicated that majority of the kindergartens were equipped with teaching aid materials, texture and shape on the walls of the class room, produced by teachers.

Item 3.3 presented that the mean score of the two respondents are 2.61 and 2.64, respectively. The mean for both respondents was again 2.63. This shows that the availability of outdoor play equipment (balance, swings, Merry go round, ladder etc..) was low. Similarly, interview with majority participants showed a converging result. Even though, the standard set by education bureau shows two equipment's from each type should be allocated for a class room with 40 children. But it was observed by the researcher that 100 percent of the studied centers did not meet the standard.

In addition, majority of the centers didn't use different local games but only factory made playing equipment's were widely used instead. Moreover, regarding to outdoor play area three principals reminded that the standard for outdoor play equipment (two from each type per class) is not practicable as kindergartens do not have space. Hence, the study revealed that there was a shortage of outdoor play equipment.

Table 4.11: Outdoor Playing Equipment-Classroom Ratio

Sub City	Number of		Outdoor equipment-classroom ratio									
	Kgs	Class	Balance		M/go round		Swinging		slide		Ladder	
Yeka	3	20	4	1:5	4	1:5	6	1:3	6	1:3	5	1:4
Gulele	2	15	3	1:5	4	1:5	6	1:3	6	1:3	4	1:5
Arada	2	14	3	1:4	2	1:7	3	1:4	2	1:7	1	1:14
K/keraniyo	2	23	5	1:4.6	5	1:4.6	3	1:7.6	4	1:6	1	1:23
A/kality	2	9	2	1:4.5	2	1:4.5	1	1:9	2	1:4.5	-	-
Total	11	81	17	1:4.7	17	1:4.7	19	1:4	20	1:4	11	1:7

Kgs: kindergarten

The above table indicates that, 54 % of the observed kindergartens used all the five playing equipment (Balance, merry go round, swinging, slide and ladder), 36 % of them used all except ladder and one school (9%) used all but swinging and ladder. On the other hand, it was observed that, of all the equipment the ladder was found to be highly

scarce. Although the preprimary school stand and states that each classroom should have two equipment from each type, the table shows that none of them meet the standard. Therefore, interview and observation show that there was shortage of playing equipment and it was similar to the statistical result of questionnaire.

Table 4.12: Schedule of Activities: -

The status of teachers' daily lesson plan, number of semesters and adequacy of time allocated for children in the kindergartens are presented.

No	Item	Group	Mean	Mean Diff.	Std. dev.	T-test	Sig. (2-tailed)
4.1	Teachers prepare daily schedule of activities and display in the classroom.	MT	4.39	0.11	.76	-.93	.35
		AT	4.50		.69		
4.2	The Pre-school programs runs for three terms in a year	MT	2.15	0.09	1.08	.52	.59
		AT	2.06		1.00		
4.3	Adequate time is scheduled for play, discovery and rest of children.	MT	3.80	0.03	1.12	1.172	.86
		AT	3.83		1.22		

>0.05: no significant difference

<0.05: there is a significant difference

MT: main teacher

AT: assistant teacher

The above table shows that the mean value of the respondent is 4.39 and 4.50 respectively. The mean for both respondents is 4.44. This indicates that majority of main teachers and their assistance agreed on what is stated on item 4.1. Similarly, interview conducted revealed that in the majority kindergartens teachers prepare the plan for their work. Since each class of the kindergartens is exhaustively equipped with sufficient human resource (main and assistant teachers, ECCE caregivers) teachers have enough time to prepare and display the daily schedule of activities in the class room.

This shows both sources of data are converging. Furthermore, analysis of the kindergartens work documents that were found in the principal offices pointed out that (91 %) of them have sample of teachers plan, teachers prepare and use annually, monthly and weekly plans as this were used as a spring board for daily classroom activities.

Moreover in the observed sample class room of the (n=11) kindergartens, in eight of them (73 %) teachers were found to have daily lesson plan while they were working with children . This shows most teachers prepare and display daily lesson plans of what they teach. Therefore, to this particular item, there is a convergence between results of both qualitative and quantitative data. So the finding shows that teachers prepare daily schedule of activities and display in the classroom.

On item 4.2 it was shown that most main and ass/teacher disagreed to the item which states, preschool program runs for three terms in a year. The mean value of the two respondents is 2.15 and 2.06, respectively. The mean for both respondents is 2.1 indicating that the response was disagreement. Furthermore, discussion with the majority of principal also revealed that the syllabus itself does not allow three term program. According to them, it was difficult to run three terms a year. If so it might extend the provided educational academic calendar. They added that at the beginning of the year since many students come late for registration even in the 3rd month of the year, there might be possibility of losing first term of education (KP, 2018).

So, as principals strongly claimed, it was difficult to apply three term annual program. Similarly, the standard of preschool education orders schools to run it only for two terms. Nevertheless, one school (9 %) the respondent said they had the plan to use the three term annual program in the coming year .Altogether, the response of the majority respondents (questionnaire and interview) showed that the annual program of selected kindergartens runs only for two semesters.

Regarding the adequacy of time scheduled for play, discovery and rest of children, most of the respondents agreed that its status was high. The mean value of teachers and assistants are 3.8 and 3.83 respectively and the mean score of both respondents is 3.81

which show agreement on the issue stated on item 4.3. Furthermore, regarding the same item, the result of interview with 82 % of principals indicated similar response. In the same manner, document analysis showed that enough time was structured for play, discovery and rest for children. Pre-primary education program standard states that for children aged (4-5) one period (25 minutes) and 5 minutes' rest is allocated between each period. Similarly, a period of 30 minutes with 5 minutes' rest between periods is allocated for children aged from 5-6. Moreover, in the first shift, the program allocated one hour for rest/free play, one hour for launch, 1/4 hour for rest after launch ,2 periods for indoor and outdoor game and 3 periods for education. Likewise, assessment of teacher's daily plan in the majority of the schools supported what is stated in the standard. This showed that since the responses of teachers and principals are the same, it indicates that adequate time was allocated in the daily program of the majority kindergartens.

Table 4.13: Content of Curriculum Material: -

Under this heading the status regarding the availability of teacher guidebook and the appropriateness of the content of the curriculum are discussed.

No	Item	Group	Mean	Mean Diff	Std. dev.	T-test	Sig.(2-tailed)
5.1	Teacher guidebook is readily available to all teachers	MT	4.24	0.12	.644	.48	.62
		AT	4.12		.92		
5.2	The curriculum (teacher guidebook and others) is government-approved	MT	4.40	0.11	.25	.82	.40
		AT	4.29		.83		
5.3	The content of the curriculum is developmentally appropriate.	MT	4.19	0.22	.84	1.5	.12
		AT	3.97		.85		
5.4	The content of the curriculum is adapted to the local context.	MT	3.49	0.28	1.4	1.2	.22
		AT	3.21		1.3		
5.5	The curriculum emphasis on all aspects of the child development	MT	4.17	0.02	.84	.05	.96
		AT	4.15		.75		

>0.05: no significant difference

<0.05: there is a significant difference

MT: main teacher

AT: assistant teacher

The above table indicates that the mean score of most main and assistant teachers are 4.24 and 4.12 respectively. The average mean score of the two group is 4.18. and the table also depicts that there is no meaningful difference between the two respondents. This shows that the availability of teachers' guidebook was at higher level. Similarly, the response of principals showed converging result. Moreover, Class room observation conducted in all kindergartens under study indicated that this material was available abundantly in all schools.

Additionally, there were also syllabus materials in all centers. Likewise, a teacher during classroom observation said, "there is no shortage of teacher guidebook in all government kindergartens. Our problem is that we don't have student textbook". Hence the response from both sides assures that though there was no student text book, teacher's guidebook was readily available to all teachers.

Regarding to the acceptance of the curriculum materials (teacher guidebook and syllabus) by government, the same table on item 5.2 showed that the mean scores of most teachers and their assistant are 4.4 and 4.29, respectively. There is no meaningful difference between the two scores and the average mean is 4.34 indicating that the materials are approved. Similarly, majority principals shared the same opinion. Moreover, document assessment done by the researcher also depicted that the same teachers guide book was used in all kindergartens and were prepared by Addis Ababa education bureau in collaboration with an NGO working on education area. Furthermore, learning and game materials and the methodology in practice were more or less similar from KG to KG and all were organized based on kindergarten standard of preprimary education.

But majority of the principals shared that there is no students' text for the level and as a result this may force teachers to the use of other supplementary student reading books which didn't take the students' age, culture and environmental conditions in to account. Apart from this, there were many comments raised on the quality of the content of the curriculum. Therefore, both the qualitative and quantitative result indicated that curriculum (teacher guidebook and others) is government-approved

Concerning developmentally appropriateness of the content, the table indicates that the mean value of both respondents is 4.19 and 3.97 and the combined mean is 4.08. This pointed out that the response given by teachers and their assistants were close to high. Moreover 54 % of the interviewee agreed on the same response. However four principals (36%) disclosed that the amount of the curriculum content was not enough for one year, indicating that it does not go with the age of children.

Furthermore, assessment of the materials pointed out that they were prepared in three levels (from 3-4, 4-5 and 5-6 ages), the type and amount of the content and the time allotted for each period were designed by considering the behavior, psychology and age of children. However, observation showed that outdoor game materials in all kindergartens were the same for all age groups. Therefore, this finding showed that although materials were developmentally appropriate, they also had some weakness in terms of the amount of content.

As the above table on item 5.4 pointed out, the extent of adaptation of the curriculum to the local context, the answer of both respondents are 3.49 and 3.21, respectively, indicating that it was between medium and high. However, 64 % of respondents stated oppositely that though it is adapted to the context, the place is urban and children are close to different technologies. But most of the class rooms were equipped with paper made teaching aid produced by teachers and this did not have the power to attract children of the level.

Furthermore, as majority of children were from economically poor families they don't have experience of using modern outdoor play equipment appropriately and hence, they were exposed for frequent damages (KP, 2018). Document analysis on the content of the syllabus and teachers' guidebook revealed that the different pictures, stories and examples included in the content are related to the situation of the environment. So, the result of the observation agreed with the quantitative result and therefore the study indicated that the content of the curriculum with regard to the local context had only some gaps.

As indicated on item 5.5, regarding to the emphasis the curriculum gives to all aspects of child development, most respondents agreed and the mean value of main and assistant teachers are 4.17 and 4.15. With respect to aspects given importance to child development, nine principals (82 %) associated the issue with the teaching materials that were being used, by explaining that ,all were ,prepared based on five themes ,the content considered language skill, social interaction, physical development and knowledge on simple arithmetic and environment.

Whereas few (n=3) respondents, 27 % showed their partial disagreement by expressing that learning materials for different aspects were not equally available. Altogether, the combined response of the questioner and interview showed that the curriculum to some extent give emphasis on all aspects of the child development.

Table 4.14: Learning Methodology: -

In this title learning methodology such as: Child centered approach, group work activity and the use of teaching aid in the kindergarten is discussed.

No	Item	Group	Mean	Mean Diff	Std. Dt.	T-test	Sig. (2-tailed)
6.1	Teachers use child-centered teaching method	MT	3.4	0.10	.64	.45	.65
		AT	3.30		.62		
6.2	Teachers use group work activities in teaching	MT	4.32	0.02	1.45	.66	.50
		AT	4.30		1.52		
6.3	There is an adult support to encourage children's effort in the process of learning.	MT	4.29	0.06	1.30	1377	.17
		AT	4.35		1.4		
6.4	Teachers use mainly play based teaching approach	MT	3.55	0.20	1.4	.836	.404
		AT	3.35		1.4		
6.5	Teachers use different teaching aids in the classroom	MT	4.25	0.12	1.03	.485	.629
		AT	4.37		1.13		

>0.05: no significant difference

<0.05: there is a significant difference

MT: main teacher

AT: assistant teacher

Regarding item 6.1, teachers use child-centered teaching method, the table indicated that the response of teachers and their assistance was close to average. The mean value of respondents is 3.4 and 3.3 and the combined mean was 3.35. With regard to the same issue, seven principles (64%) accepted that teaching children by centralizing their individual interest, behavior and family life, requires sufficient skill. But most teachers were holder of certificate, besides; there were no enough training in the kindergarten to update their teaching ability.

Four principals, on the other side argued that even though teachers have the skill to apply, their efforts were impeded by the inappropriate school setting and class size (KP, 2018). The interview implied that, unlike the response of teachers, the practice was low. Classroom observation conducted by the researcher on the sample classes indicated that the response of principals was true. The result of work document analysis regarding pupil class ratio, also indicated that classroom are crowded (Especially at the margin of the city). This showed that the implementation of child centered approach had limitations.

As the above table on item 6.2 indicates most main and assistant teachers agreed that teachers used group work as a method of teaching. The mean value of main and assistant teachers is 4.31 and 4.30, respectively. The total means value 4.31, this shows that most respondents agreed on the methodology used. At the same time, principals (n=9) (91%) raised that, group work was given enough time to improve children's' social interaction skills .Besides, one full period was allotted to the group game .In the classroom teachers give group work activities in different ways to improve group problem solving skill.

Moreover, 9% of respondents stated that teacher divided children in to different groups. The group has a name, learning materials were distributed among groups and children participated with in their groups. This helped them to know each other, to cooperate and share learning materials. Principals also mentioned that since there was shortage of learning materials, teachers were forced to use group work. In fact, one respondent gave her opinion that, group work at this level is not as simple as the regular program, children could not be given group work because of their age level, however, the majority respondents agreed that group work is part of the teaching method.

Item 6.3 shows agreement of the majority of respondents on adult support given to children in the process of learning. The average mean of respondents is 4.29 and 4.35, indicating that the practice was at medium level. Regarding these item principals also responded similarly. The interview of (n=9) respondents (82%) indicated that in each classroom there were main teachers, assistant teachers and ECCE care givers and so these were enough to support and encourage children. Moreover, by giving group work, teachers encourage those who performed well in different ways. However, they also pointed out that to implement it appropriately, it requires skill but the majority of teachers and caregivers are below standard. In general, the study showed that the status of the practice needs to be improved.

Regarding item 6.4, teachers use play based teaching method; the table indicates that the response of teachers and their assistance was between medium and high. The mean value of respondents is 3.55 and 3.35, and the combined mean of both respondents was 3.45. As observed from teachers' daily lesson plan, daily class programs of kindergartens and teachers' guide book, it was indicated that teachers did teach children using mainly play based approach. That means, from five periods two of them were allotted for individual and group play. Observation performed in all kindergartens under study, also revealed that all have outdoor play equipment's for play based teaching.

On the other hand, interview with (n=10) principals (82%) reminded that teachers were forced to use play based, because, the syllabus itself emphasized mainly on play rather than teaching. Therefore, observation, document analysis and interview showed that teachers use mainly play based teaching approach in the kindergartens. The answer given by respondents of questioner was also similar to this result.

Regarding utilization of teaching aid material, item 6.5 indicated that the response of teachers and their assistance was high. The mean value of respondents is 4.25 and 4.37 and the combined mean of both respondents was 4.31, indicate that the practice is high. In the interview conducted (64%) principals highlighted that, at this level, in contrast to regular program, children do not understand what teachers said if they do not use teaching aid. So teaching is impossible without it. On the other side, most of the teaching

aid was produced by teachers themselves from wood, paper etc. This indicated that teachers were not only using but also producing it.

To triangulate, what was stated by principal's classroom observation was employed. The observation in the sample classrooms revealed that seven kindergarten (64 %) were well organized based on five themes. They were located in the four walls of the classroom (in the wall or shelf). Some principals (36%) complained that the school did not have its own budget, so they could not provide teachers with the necessary raw materials for the production of teaching aids. So the information gathered through all means show that in most of the schools, teachers use teaching aid to support the learning of children and this qualitative result is converging with the statistical analysis result that is indicated by the above table.

Table 4.15: Assessment: -

This section discusses about the proper utilization of continuous assessment in the kindergartens.

No	Item	Group	Mean	Mean Diff.	Std. Dev.	T -test	Sig. (2-tailed)
7.1	A continuous assessment is practiced in the kindergarten.	MT	4.47	0.04	.644	.45	.65
		AT	4.51		.62		
7.2	Assessment result is not used as a basis for promotion, retention or selection.	MT	3.41	0.16	1.45	.66	.50
		AT	3.25		1.52		
7.3	Assessment result is appropriately communicated to parents	MT	4.31	0.62	1.12	2.96	.004
		AT	3.69		1.40		

>0.05: no significant difference

<0.05: there is a significant difference

MT: main teacher

AT: assistant teacher

The above table on item 7.1 depicts that continuous assessment practiced in most kindergarten. The mean value of main and assistant teachers was 4.47 and 4.51. The average mean of respondents was 4.49. On the other hand 100% of the schools responded that even if there was a gap in the skill, all teachers assessed the performance of children continuously. Additionally, interview with 3 principals (27%) indicated that short training was organized for teachers on the continuous assessment. However other four principals (36%) disclosed that there was no common understanding among teachers on the significance of this practice

On the other hand, examination of the assessment formats used by teachers indicated that (n=7) (64%) kindergartens had monthly and the remaining (n=5) or (36 %) used weekly assessment .This response indicated that, though there was a gap on the quality and uniformity of the work, all kindergartens practiced continuous assessment techniques. Thus, examination of the assessment tool shows that, despite the gaps, there was a continuous assessment practice in the kindergartens. This result is not different from the response of main and assistant teachers.

Regarding item 7.2, mean score regarding utilization of assessment result for promotion or retention, are 3.41 and 3.25 and the combined mean of both respondents is 3.33. In relation to this issue, the interview indicated that (45%) of the schools gave rank numbers according to their result and 55% were used levels (high, medium, low or letters). However, none of them were used the result to promote children from level to level.

But one parent told that in the first semester final, her child was the third student in his class. This showed that some kindergartens used result of the assessment for encouraging children. Moreover, assessment of the mark list in the five kindergartens pointed that, rank of children was not included. This shows though in the majority kindergartens assessment is not used as a basis for promotion, retention or selection there were a number of kindergartens using it for rank. So this indicates that the practice was at medium level.

On the same table, regarding communication of assessment result to parents mean score of teacher and their assistant are 4.31 and 3.69, respectively indicating that there is a

significant difference between responses. To investigate it the researcher referred documents. This analysis of documents revealed that in (n=3) Kindergartens (27%) there were communication book, in two of them (18%) there were monthly contact format with parents and in 36% of the centers there were monthly meeting with parents to discuss on the performance of children. The rest did not have a known system. This indicates that the performance of the practice was somewhat medium. Hence the result of the questionnaire is represented by the response of assistant teachers, which is medium. On the other hand, interview of eight principals showed there was a gap in implementing it appropriately. Additionally, the average response of parents was not different from this.

Table 4.16: Response of Parents regarding Assessment Result

Item	Participants	Response of parents					
		<i>Adequate</i>		<i>Inadequate</i>		<i>Non existent</i>	
		<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The status of communicating assessment result to parents	27	3	11	23	85	1	2
The degree to which assessment result is not used as a basis for promotion, retention or selection.	No	<i>High</i>		<i>Medium</i>		<i>Low</i>	
		<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
	27	4	15	15	56	8	29

The above table shows regarding communication of result only six parents (55%) answered that the practice is not enough. This shows the response was similar to that of the principals. Regarding utilization of the result for promotion or selection, majority of them (56%) replied that it is medium. This answer also converges with the above response.

Table 4.17: Human Resource: -

Under this section the status of training of teachers and Caregivers is presented

No	Item	Group	Mean	Mean Diff.	Std. dev.	T-test	Sig. (2-tailed)
8.1	Teachers are trained on preschool teaching profession	MT	4.4	0.07	.615	.662	.509
		AT	4.33		.605		
8.2	There is a care giver in the classroom	MT	3.24	0.39	1.505	1.57	.117
		AT	2.85		1.517		
8.3	Caregivers are trained to assist children with	MT	2.83	0.62	1.28	2.97	.003
		AT	2.21		1.23		

>0.05: no significance difference

<0.05 : there is a significant difference

MT: main teacher

AT: assistant teacher

As the above table on item 8.1 indicates the mean value of main and assistant teachers are 4.4 and 4.33. The table also shows that there is no significant difference between the two scores and the average mean is 4.35. This shows that teachers are trained on preschool teaching profession. Furthermore, interview indicated that majority of teachers were trained on the profession at a certificate level. Nevertheless the preprimary school standard states that main teachers should be diploma holders and assistants should be certificate holders. Again, questionnaire collected from (n=11) kindergartens indicated that, (n=21) (25%) were diploma holders and the remaining were certificate holders. Again from (n=81) assistant teachers 75 % of them were certificate holder and the rest were below that level.

To triangulate the data of the questionnaire, document analysis was conducted. Accordingly, it showed that some documents of diploma holders from private training institution. Were found to be completed in a single year. Apart from this, the diploma of some teachers also found to be non-preschool teaching diploma. This implies that the number of diploma holder teachers could be even fewer than (21). Therefore, data collected showed that in all kindergartens, even though, under qualified, all teachers and their assistant were trained on preschool teaching profession. This result was

converging to the result of questioners obtained from teachers. Even though the result of both qualitative and quantitative result was found to be parallel to the national ECCE policy provision, it did not meet the standard of pre-primary schools set by the education bureau.

Regarding availability of ECCE care giver working in the classroom, item 8.2 indicated that the mean value of main and assistant teachers is 3.24 and 2.85, respectively. Since there is no significant difference between the two responses the combined mean is 3.04. This show on average caregivers was available in all centers. As of interviews with kindergarten principals, indicated that in (n=5) centers (45%) caregivers were assigned to each class, but in the rest, one ECCE caregiver were assigned to serve at least two classrooms. This indicates that there were care givers abundantly working with teachers in the majority kindergartens. However, responses of main and assistant teachers showed that its status was low. To check this slight divergence, document analysis was done on the attendance sheet and it indicated that caregivers were available adequately. Hence, the study showed that there was a care giver working in the classroom.

On the above table, item 8.3 indicates that the mean value of the two respondents is 2.83 and 2.21, respectively. Though there is a significant difference between the response of teachers and their assistant the average response is below medium. Interview with principals gave the same response. Interview conducted with these respondents revealed that in all Kindergartens under study employment of caregivers was not training based. Their paternal behavior was assumed to be enough to work with children. This shows caregivers do not have training and this qualitative result is similar to the one collected in the questionnaire. So the finding shows caregivers did not have training on how to assist children with regard to child health and nutrition.

Table 4.18: Working with Parents and Communities: - under this heading involvement of teachers and community is discussed

No	Item	Group	Mean	Mean Diff.	Std. dev.	T-test	Sig. (2-tailed)
9.1	Teacher share information regularly with parents on the child's progress.	MT	4.29	0.14	.78	1.06	.289
		AT	4.15		.816		
9.2	There is a regular parent teacher association/PTA support and meetings in the pre-school.	MT	3.45	0.07	1.43	.331	.74
		AT	3.38		1.42		
9.3	Information about the home environment of children is made available for teachers	MT	3.55	0.13	1.20	.67	.501
		AT	3.42		1.13		
9.4	The school works closely with the surrounding community	MT	3.21	0.03	1.47	.093	.92
		AT	3.24		1.50		

>0.05: no significance difference

<0.05: there is a significance difference

MT: main teacher

AT: assistant teacher

As the above table on item 9.1 shows, the mean value of main and assistant teachers is 4.29 and 4.15 with no significance difference. It indicated that the practice was at a good status. An interview conducted with principals revealed that three centers (27 %) were used communication book to create parent teacher relation .This book contained the education performance, cleanliness and behavior of the child. Parents were expected to read and take measure. On the other hand, 18 % had a regular monthly contact with parents independently to discuss on the problem and progress of the child. Four other centers (36%) organized monthly meetings at classroom level to meet parents together.

During meeting time, Parents attend the classroom meeting in which his/her child found. This indicates that, though there was the practice in the majority of the centers the study

shows the way how it was implemented had some gap. Especially, in the preschool education, the success of teaching learning process depends highly on the degree of parent teacher relationship (Curtis, 1998). However, the mode of the practice in a number of studied kindergartens was not uniform and the contact was not enough, where as in others there were parents who even don't come to schools to know about educational affairs of their children. This can affect the performance and progress of the child negatively.

Regarding item 9.2, the mean value of main and assistant teachers is 3.45 and 3.38. The table shows no significant difference between responses and the combined mean is 3.41. Thus the quantitative result shows the practice of parent teacher association was at medium level. Interview organized with principals revealed that in (n=4) (36 %) of kindergarten, the parent teacher association was structured at kindergarten level. Likewise, in the majority (64%) centers the committee was organized to serve both primary and preprimary schools.

Additionally, PTA minute paper analysis in four schools also showed that the committee had (n=n7) members at kindergarten level (from teachers and parents) and (5) members at classroom level (from parent, teacher, and caregiver).

Moreover, the meeting memorandum in 36 % of the centers indicated that they had monthly meeting. In two kindergartens (18 %) they had meeting once in two weeks, on the remaining centers meeting time depended on the urgency of the agenda. This means, in the majority of the schools, the committee was one for both primary and preprimary schools and much attention was given for the regular program. Because of this, the attention given to the kindergarten was made to be low.

Thus, both the qualitative and quantitative finding agreed that there were a committee in all centers but the way how it was organized and its meeting program was not consistent. Hence, the study shows the parent teacher association/PTA support and meetings in the pre-school needs further improvement.

Item 9.3 indicates that the mean value of the two respondents is 3.55 and 3.42, respectively. The average mean for both respondents is 3.48. It indicates that most main and ass/teacher's response regarding the availability of information about the home environment of children was at medium level. Concerning this point, interview with principals revealed that (n=9) kindergartens (82%) did collect and provide the information to teachers if and only if the child has a special problem. In the remaining schools, there was no such type of practice. It implied that the practice was left only for teachers.

Moreover, one principal explained that it was the effort and approach of teachers that determine the availability of home environment information of each child. Still other principal added that things depended on the situation of the child. If it has a serious problem, not only teachers, but also principals were forced to know about it so as to treat in a special way. But in the normal condition, it was not considered as a big issue.

So the interview, unlike the questionnaire showed the nonexistence of the practice. On the other hand, interview was conducted with majority parents who were waiting to receive their children in the afternoon. They indicated that they were very close to the kindergarten but weren't asked anything concerning home environment information of their children.

The study made clear that teachers were not in a position to get home information of children and keep it in a secret. This means, teachers were teaching students whom they don't know, because kids at this level cannot express themselves. Thus, this practice was not parallel to what is stated in the ECCE Policy Guideline (2010).

Table 4.19: Parents' Response:

On parent teacher communication and home environment information

Items	No	Adequacy.		Inadequacy.		Not at all	
		f	%	f	%	f	%
The status of parent- teacher communication in the center	27	5	19	18	67	4	14
The status of delivering home environment information of children for teachers.	27	1	4	5	19	21	77

Regarding communication between parent and teacher to discuss the progress of children, majority of parents responded that it was not adequate. Regarding the delivery of home environment information of children (n=21) parents (77%) replied that the practice was nonexistent. Both responses were not diverging to the response of principals and teachers.

Regarding item 9.4 whether or not kindergartens work closely with the surrounding community, the mean value of teachers and assistant teachers is 3.21 and 3.24 respectively. The average mean value of both respondents is 3.23. This shows the response of most main and assistant teachers is close to medium. With regard to the same issue, all principals strongly mentioned that they work closely with parents through parent teacher association. They all said each parent contributed by paying money (50-100 birr) once in year. In all kindergartens resource was mobilized by the PTA committee from surrounding community to support the schools. In 54 % of kindergartens feeding was provided for children through cooperation of NGO's, religious institutions and individuals.

Literatures state that a community has a great role in leading and coordinating preschool programs. Specifically, they contribute a lot in taking care of children by supporting parents with regard to children health, nutrition and protection matters (Yalew, 2011). As it was found out in this research, all the studied kindergartens were working together with local community and local NGOs. Nevertheless, this NGO's were not supporting

kindergartens equally and their distribution was not fair. This implies that though there was coordination with community, it's practice needs to be further improved.

Table 4.20: Health and Nutrition: -

Under this sub-head the status of child care and nutrition activities are presented.

N o	Item	Group	Mean	Mean Diffe r.	Std. dev.	T- test	Sig. (2- tailed)
10 .1	Health workers give regular check-up for children of the kindergarten.	MT	2.67	0.42	1.55	1.79	.075
		AT	2.25		1.24		
10 .2	Growth monitoring chart is available to use so as to see the progress of children	MT	3.83	0.16	1.00	.93	.35
		AT	3.67		1.07		
10 .3	Children get first aid service whenever it's necessary	MT	2.84	0.03	.98	.221	.825
		AT	2.81		.89		
10 .4	There is a feeding room with a good hygienic and clean environment.	MT	2.85	0.27	1.09	1.615	.108
		AT	2.58		.915		

>0.05: no significance difference

<0.05: there is a significance difference

MT: main teacher

AT: assistant teacher

The above table shows the mean score of main and assistant teachers are 2.67 and 2.25. Though the t-test indicates that there is no significance difference between the two scores, the mean difference (0.42) shows some difference exists between the two respondents. With regard to this point, interview with kindergarten pointed out that (n=9) centers (82%) not experienced any support from the nearby health centers. 18% replied health workers rarely visit the centers. They also mentioned that health workers come to schools only when there was a vaccination or series health problem in the area. This indicates similar result to that of the quantitative result given above.

On item 10.2, regarding the availability of Growth monitoring chart, the table indicated that the response of teachers and their assistance was between medium and high their mean value is 3.83 and 3.67, respectively and there is no significance difference and the average mean is 3.75. This indicates that the practice is at medium level. Interview with Kindergarten principals, regarding the issue, showed that in the majority of kindergartens

(64%) utilization of growth monitoring chart had limitations. On the other hand, analysis of documents revealed that in (27%) of the kindergartens, teachers utilized the chart or format with title ‘‘ child growth monitoring’’, Where as in 8 kindergartens (73%) of them, the chart was not available. Hence, document analysis supported the response of principals which shows that the availability of growth monitoring chart was limited.

On the same table item 10.3 it was indicated that most main and ass/teacher response on the availability of first aid service was close to medium and the mean value of the two respondents are 2.84 and 2.81, respectively. There is no significant difference between groups. It indicates that the practice was at medium level. On the other hand, interview with principals showed that (18%) had a class equipped with first aid equipment, 64 % had no class but full first aid kits and the remaining (18%) did not give the service because of budget shortage. The interview conducted also revealed that the status was at medium level. Hence the study shows the practice of first aid service needs to be enhanced.

On item 10.4, regarding the availability of feeding room with a good hygiene and clean environment, since the mean value are 2.85 and 2.58 respectively the table depicts that the response of teachers and their assistance is closer to medium. On the other hand interview with Kindergartens principals showed that only (27%) of the centers had feeding room, in (73%) of kindergartens classrooms were used as feeding room. So this signified the implementation was poor. Observation also revealed that the response of principals is true. Therefore, the study showed that feeding room was unavailable in the majority of the centers. In general, childhood is the period in which fastest brain development takes place, kids need to get health and nutrition support as it is the time that they lay foundation for their future life (UNICEF, 2005). The study, however, proved that, even though there was provision of first aid service, there was no medication and dining room, in the majority of the selected kindergartens. So students were exposed to eat in their classrooms which in turn reduce the suitability of the classroom environment. In general, the actual practice didn't meet what has been stated in the ECCE policy of (2010).

Table 4.21: Monitoring and Supervision

Under this topic the discussion point is about supervision support given to teachers.

No	Item	Grou p	Mean	Mean Diff.	Std. Dev.	T. test	Sig. (2tailed)
11.1	There is a regular supervision support from principals, Woreda education office and others	MT	3.35	0.11	1.05	.634	.527
		AT	3.24		1.04		

>0.05: no significance difference

<0.05: there is a significance difference

MT: main teacher

AT: assistant teacher

As the above table indicates there is no significance difference in the response of the groups and their mean value is 3.35 and 3.24 respectively. Which is between medium and high? Regarding this point, interview with all principals indicated that all kindergartens were visited at least quarterly by woreda preprimary education experts and cluster supervisors. Document analysis was done by the researcher on the kindergarten also showed that five (45%) have supervision checklist and feedback given from supervisors or education offices. Moreover, dialogues with principals indicated that, since education experts were not qualified on preschool education, the supervision support given was not sufficient. This shows that in the majority of kindergartens, the practice of monitoring and supervision is at medium level and needs to be improved.

4.3.2.2. Implementation of the Program at Education Office Level

Data on Implementation of the program was analyzed using thematic and description analysis technique and presented as follows:

i. Regarding Structure of the Program

In practicing the ECCE program co-ordination of central and decentralized levels and collaborative approach among sectors allows government ministries to organize agreed policies, to combine resources for early childhood services and to lessen variations in access and quality (OECD, 2006). In relation to this issue the policy document entitled “the national policy strategic operational plan for ECCE in Ethiopia” (2010), states that there should be a task force / technical committee at all levels, a highly qualified focal

person and an ECCE expertise center at national level. Interview conducted with 11 Woreda, 5 Sub Cities and Education Bureau showed that there were no taskforces working on ECCE program. The study also indicated that there was a pre-primary education program structure in all woreda education offices (WEE, 2018). In the same manner, the observation revealed that three woredas (27 %) of the total understudy did not hire the experts.

Concerning availability of pre-school education experts, the interview with respondents once again , disclosed that in all the sub cities understudy (100 %) ,there were no ECCE experts working on pre-school education program (SEE, 2018) . On the other hand, there was only one structure of ECCE expert in the main office and was not occupied (AEBE, 2018). On the other side, there were also two other ECCE experts in the education quality regulatory agency, that were working on the input, process and output of pre-primary education program (AEBE, 2018).

Regarding Ministry of Education, there were three people working on preprimary education but were scattered and found in different directorates. Two of them were working in the preschool program and one was on preschool curriculum (MEE, 2018). Besides, there was also another teacher development expert working as a focal person for preschool teachers training. With regard to highly qualified focal persons, the study also found out that except preschool teachers, all people working in the area of ECCE, at all levels were not qualified in the ECCE department. Information gathered from respondents pointed out that, there were ECCE expertise center at Addis Ababa university and Kotebe metropolitan university (MEE, 2018).

ii. Regarding Management of the Program

ECCE policy is a melt sectorial including education, health, nutrition, sanitation and protection sectors. To be most effective, intervention must be going beyond education to encompass health, nutrition and protection (Lancet, 2014, cited in young lives, 2016). With regard to management of the program, the same policy document expresses that, in addition to preschool program, MOE also work together with the three ministries (education, health and women affair) ,however, the study executed in sample education

offices uncovered that there was no working together among them (MEE, AEBE, SEE and WEE, 2018).

iii. Regarding Partners Role

With regard to partner's role the above policy document articulates that on top of NGO's involvement, parents and communities play significant role in delivering the ECCE service. With regard to this, Interview carried out with respondents of the study showed that, nongovernmental organizations (UNICEF, School readiness initiative, plan Ethiopia, etc.) were involved by providing budget support, training, complementing school facilities and providing educational inputs (MEE, 2018). The study conducted in nine woredas and five sub cities education office disclosed that, though there were some NGO's working on preschools, they did not know their contribution as there were no any contact between these offices and NGO's (WEE & SEE, 2018). The study furthermore, showed that there were shortage of NGO's working on preschool program (KP, 2018).

Regarding parent and community participation, document analysis on the preschool standard of the Education Bureau (2013) indicated that: there are committees at all levels to support the activities of pre-primary schools in addition, Parents and teachers are represented. However, in the majority woreda and sub city education office majority of them stated that, despite the fact that, the committee was organized at all level to support all education programs, preprimary program was given little attention (KP, 2018).

iv. Regarding Government Role

Concerning the role of government, the policy document expresses on (page 33) that government has the responsibility of coordinating the program by providing educational input, capacity building and monitoring and evaluation. School observation, showed that government provided preschool curriculum material (teacher guide and syllabus). Though student text for the three levels were prepared before three years by government (MEE, 2018), School observation uncovered that it did not reach to schools.

Interview with education expert also showed that there was a college developing preschool teachers at diploma level. Besides, assessment done on the annual report of the education bureau (2009) supported the response of the experts by stating that in the

year (2009), 192 preschool teachers were attending training. In the meantime, information gathered from 16 education experts from woreda and Sub City indicated that a single college could not afford the demand of preschool teachers for all kindergartens of the city. On the other hand, interview with all Woreda Education office under study showed that government role was too limited. One respondent expressed the extent of the problem: As budget was not allocated at woreda level, their responsibility was only to give supervision support for preschools. Regarding monitoring of the program, document observation showed that, there is a standard produced by the Education Bureau to monitor the quality of pre-primary education program.

In addition to this, annual report of the Education Bureau (2009) states that supervision support was given for, 279 preprimary schools and this showed that in addition to sub cities and woredas, the bureau was giving a support to strengthen the program. Nevertheless, interview conducted with preprimary schools disclosed that, since attention was not given for the program, sometimes it was not included in the supervision checklist of the education bureau. Regarding role of the government, increasing access of preschool education service to the community is a major point. Document analysis conducted by the researcher showed that the access of preschool service has been increasing from year to year.

Table 4.22: Development of Preprimary Schools throughout Years in Ethiopia

No	Year	Enrollment	GER in %	No of KGs	No	Year	Enrollment	GER in %	No. of KG
1	2000	99,710	1.8	834	10	2009	292641	4.2	2904
2	2001	109,358	2	964	11	2010	341313	4.8	3318
3	2002	118986	2.1	1189	12	2011	382,741	5.2	3418
4	2003	123,057	2.0	1067	13	2012	1622762	21.6	3580
5	2004	138,918	2.2	1244	14	2013	2013214	26.1	3688
6	2005	153,280	2.3	1497	15	2014	2,498,360	34	4560
7	2006	186,728	2.7	1794	16	2015	2,958,803	39	4117
8	2007	219,068	3.1	2313					
9	2008	263,464	3.9	2740					

Source: Compiled by the Researcher from Annual Abstracts of MoE (1999/2000 to 2015/16GC)

KGs: kindergartens

GER: gross enrolment rate

The above table shows that after introduction of different modalities (kindergarten, O-Class, Child to Child, Accelerated School Readiness) the gross enrolment increased and reached to 39 % in 2015. On the other hand, from 2000 to 2011 the growth rate was very

slow. However, after 2010 following the establishment of ECCE policy the expansion of kindergartens and the growth rate became relatively fast.

4.3.3. Challenges

As stated by Young Lives (2012), some of the problems hampering the implementation of the program are budget constraint and attention given only for preprimary schools was low. Literatures also indicate that many countries fail to focus on multi sectorial coordination, local service integration and essential governance structures for the supervision of the program (EFA, 2015). In the same way, the current policy practice of this program was facing a number of challenges in the studied kindergartens and education office. Therefore, some of the challenges collected from kindergartens and education offices by means of questioner and interview were described in the following way:

4.3.3.1 Challenges at Kindergarten level

The data gathered through questionnaire from main and assistant teachers was discussed with the interview of principals as follows:

Table 4.23: Regarding Challenges

Under this section challenges faced by kindergartens is presented.

No	Item	Group	Mean	Mean diff.	Std. dev.	T-test	Sig. (2-tailed)
1.1	The management of the kindergarten under elementary school is not suitable for the work of teachers	MT	3.49	0.05	1.1	-0.26	.79
		AT	3.54		1.15		
1.2	The work of the kindergarten is impeded by shortage of budget.	MT	3.91	0.30	1.01	1.57	.117
		AT	3.61		1.25		
1.3	Short training is not organized for teachers.	MT	3.6	0.16	1.09	0.85	.393
		AT	3.44		1.11		
1.4	There is no adequate NGOs support for the teaching - learning process of the center	MT	2.69	0.47	1.33	2.28	.024
		AT	2.22		1.15		

>0.05: no significance difference

<0.05: there is no significance difference

MT: main teacher

AT: assistant teacher

In the above Table, regarding management of the Kindergarten, the response of main and assistant teachers is 3.49 and 3.54, respectively. There is no significant difference between the two scores. Regarding budget constraint, the response of main and assistant teachers is 3.91 and 3.61, respectively. There is no significant difference between the two scores. Regarding training, the response of main and assistant teachers is 3.60 and 3.44. There is no significant difference between the two scores. Regarding NGO's support the response of main and assistant teachers are 2.69 and 2.22, respectively. There is significant difference between the two scores. The whole items in the above Table (except item 1.4) show that both main and assistant teachers agreed on the existence of challenges. Similarly, majority of principals agreed the response of teachers. During the interview session, it was stated that:

Its administration is under elementary school. For every minor issue, we communicate the principal of the elementary school. We cannot decide on the budget. Learning materials could not be fulfilled without it. NGO's that were supporting on the area of short training and provision of supplementary reading material were already phased out (out dated).

(KP, 2018).

Furthermore, during interview it was stated that Kindergartens were not included in the school grant budget, the site was not suitable, no special need expert both at kindergarten and office level, pupil class ratio was below standard (at periphery of the city), building, latrine and water supply facilities didn't take children with physical damage in to account.

In addition to the above, education experts stated that some center are far from the main school, the type of buildings in the kindergartens were not suitable for the program, most preschools teachers were certificate holders, inadequacy of on job training, the program was given low value, Awareness of ECCE policy was low, ECCE policy document was not available, the status of basic school facility was low, caregivers were not given any training regarding their work, no student text book/workbook, Since teacher guidebook and syllabus was produced without participating preschool teachers, it's implementation became difficult, the language part of the syllabus were not stated clearly (KP and PA,

2018). Hence, from the response it is possible to conclude that Government Kindergartens were facing a number of challenges.

4.3.3.2 Challenges at office level

In addition to the challenges encountered by Kindergartens, Education offices were also facing difficulties that hinder the coordination of preschool program. According to

(WEE, SEE, AEBE, RAE and MEE, 2018) Some of the challenges were stated as follows:

- ~ Information or communication gap between kindergartens and education offices;
- ~ There were elementary schools administering more than one kindergartens;
- ~ The profession of ECCE experts were from other background;
- ~ Preschool education experts didn't get training on ECCE program. Hence, the supervision support given to the centers was not knowledge based;
- ~ Some kindergartens were far from the main elementary schools. This made the management process difficult;
- ~ The size of the compound of some government elementary schools were low and this impeded the expansion of additional kindergartens;
- ~ NGOs directly contact with centers without any contact with Woreda and Sub City education offices. Therefore, experts in the office did not have any information regarding their contribution;
- ~ No coordination among Sub City and Woreda education office in supporting kindergartens;
- ~ There is only one preschool teaching institution in the city, it could not accommodate the demand of the city;
- ~ Illegal settlement of community increased the demand of the service (at periphery of the city); and
- ~ Since all the land was reserved for green area, it was an obstacle to expand pre-primary schools (at border of the city).

Therefore, from the response of education experts, it is possible to realize that education offices at all level and their experts were facing challenges to coordinate the preschool program.

4.3.4 Achievements

Interview with principals, parents and education officials revealed that the introduction of government kindergarten helped to achieve: increased enrolment rate, increased readiness to primary school; reduction of dropout rate, increased in the quality of the regular program. Moreover, it is a big support for families with economic problem, Single parent families became free for their work, parents and NGOs are involved to run the program and this increased sense of ownership.

This shows that though, there were challenges in practicing the program, communities were benefiting from it (KP, WEE, SEE, AEBE and MEE, 2018).

Chapter Five: Summary, Conclusions and Recommendations

This chapter includes the major findings, conclusions, recommendations and drawbacks of the study. It begins with the description of the study and goes to summarize the findings of the study followed by conclusions. Finally, recommendations are forwarded. The objective of the study was to examine the practice ECCE policy (preschool education) in Addis Ababa by weighting its implementation against policy provisions in the selected eleven governments' kindergarten, Woreda and Sub City education office, education bureau and ministry of education.

To realize this, the researcher collected data from ECCE policy document to see what policy provisions are there regarding preschool education. Furthermore, data were collected from kindergartens and education offices to find out the status of implementation. The following were basic questions of the study

- I. What are the policy provisions on the ECCE/Preschool Education Program?
- II. To what extent are the policy provisions implemented?
- III. What are the challenges and achievements in the implementation of the program?

The research methodology was mixed approach. In particular, concurrent type which gives equal value for both qualitative and quantitative data was applied for data collected from kindergartens. But qualitative approach was applied for data collected from education office. Primary data were collected from ECCE policy document, principals, main and assistant teachers, education officials and parents. The instrument used was questioner, interview and observation. The questioner was comprised of 45 questions that measure the practice and challenge of ECCE at kindergarten level.

The same item in the questioner was also used to interview principals. On the other side 11 interview questions were used to interview education officials. Five general questions related to roles of parents were used to interview parents, with the intention of knowing the opinion of users of the program. Data was collected from 11 sample government kindergartens, 11 Woreda and five sub city education office, education bureau and MOE. A total of 162 main and assistant teachers 11 KG principals, 20 education officials and 27 parents were involved. Regarding sampling technique, the five sub cities were chosen

using cluster sampling. Kindergartens were selected by applying stratified sampling. All woreda education offices administering the sample kindergartens were included.

5.1. Summary of Major Findings

The key findings of the study are summarized as follows

Regarding Preschool Policy

Although literature indicates that preparation of early childhood care and education policy needs participation of all stakeholders the study showed that stakeholders from regions, district level authority, and business community and teacher association had not taken part.

Although literatures show that more resource should be encouraged and be allocated to the pre-primary education program, the study showed that the service was delivered using only the existing Government elementary schools which does not lead to the intent of the policy. The study also indicated that emphasis was not given for child health care attending pre-primary school.

Regarding Annual Education Program of Preschools,

Literature indicates that it is necessary to balance time for different activities in the preschools (Perry, 2004). In connection to time schedule the national ECCE policy entitled “national policy guideline for ECCE in Ethiopia” (2010) similarly underlines that the yearly program of preschools should be divided in to three semesters.

However, the response of most main and ass/teacher showed that preschool yearly program runs for two terms. This indicated that the practice is not according to the policy provision. Moreover, respondents of the interview also assured that in the sample kindergartens, the annual program was terminated in two semesters. Since annual education program of preschools were the same as regular education programs, age of children was not taken in to consideration and this may affect the progress of children in the teaching learning process. Hence from this, it is possible to see that the practice was not parallel to the national ECCE policy.

Regarding Children with Special Needs

Children who are marginalized and living in difficult circumstances are given the greatest help in the ECCE service so as to bring equity (EFA, 2000-2015:2015). To deal with the issue the ECCE policy guideline of the country (2010), emphasizes that: priority should be given for children with special need. However, regarding the issue the response of both main and assistant teachers indicated that its status was not satisfactory.

On the other hand, observations conducted revealed that facilities and services in the majority of the centers (91%) didn't consider these children. Moreover, teachers didn't get sufficient short training on the area. This shows that the status was low and not parallel to preschool policy. Hence, it is possible to realize that these centers did not have the capacity to maintain this child in the program throughout the year and. From this, one can conclude that, it lessens the equity of the service.

Regarding Learning Materials

In view of learning materials, the policy guideline states that preschools should have enough learning materials such as: Puzzles, different geometrical shapes, Stories, fairy tales, etc. Regarding indoor material, the responses of most of main and assistant teachers were that the materials were not adequate. In addition to this, interview conducted with 64% of principals showed that even though there were some learning materials, it was not sufficient to distribute among all children because of scarcity. Though the status of availability varies from center to center, in general, the study shows the existence of shortage in the sample kindergartens.

Similarly, most main teachers and their assistant answered that the availability of outdoor play equipment (balance, swings, Merry go round, ladder etc..) was low. Regarding this point although the standard set by education bureau states that each classroom should have two outdoor play equipment from each type, none of the 86 classrooms in the 11 ECCE centers met the standard. This shows that the status was low and not parallel to the standard of MoE and the preschool policy provisions. As the teaching learning process at this level is mainly based on play and manipulation, it is possible to say that the shortage of learning materials has affected the quality of the service in the sample centers.

Regarding ECCE Structure

The same policy document affirms that there should be a task force (with members from the three ministries and other stallholders) that coordinate ECCE program at all level. However, interview conducted with 11 Woreda, 5 Sub Cities and education bureau showed that there were no taskforces (with members from the three ministries health, education and women affair) working on the program. From this, one can understand that there was no coordination among the organizations at woreda and regional level. As a result, this might possibly hinder the effectiveness of the ECCE program.

Furthermore, the same policy document requires that there should be a highly qualified focal person as coordinator of the program at all level. Whereas interview with education officials again disclosed that in the entire sub cities understudy, there were no ECCE experts working on pre-school education program. In addition to this, in the main office of the education bureau, there was no department and highly qualified expert on the program. This indicates implementation was not according to the national preschool education policy.

Therefore, from this status, it is possible to come to the conclusion that planning and implementation of the program was carried out without deep knowledge and experience on the discipline of the program. Hence, this might negatively affect the quality and effectiveness of the ECCE service delivered to the community.

Regarding Curriculum Material

Literature expresses that preschool curriculum is one that delivers educational content through daily activities to strengthen a child's physical, cognitive and social development (UNESCO, 2010). Therefore, the national policy Guideline for ECCE in Ethiopia (2010) states that government-approved teacher guidebook should be readily available to all teachers. Concerning this issue, the response of main and assistant teachers showed that teacher guidebook was readily available to all teachers. Besides, interview and class room observations showed similar result and this implies that materials were available largely in all schools. This shows the status was similar from center to center and this shows the practice was parallel to policy provisions. However, there was no student text

book (workbook) in all kindergartens. Moreover, the content of the curriculum showed limitations with regard to developmentally appropriateness. In addition, the content of the syllabus was not articulated and this led to variation in the practice from school to school.

Regarding Teachers and Caregivers

Concerning qualification of teachers and caregivers the same policy document states that Teachers should be certified on preschool teaching profession and ECCE caregiver should complete at least 8 with short training on health and nutrition. Based on this idea, Preschool standard of education bureau states that main teachers should be diploma holders and their assistants should be certificate holders. However, questionnaire collected from main and assistant teachers indicated that all had training on preschool teaching profession. Data collected from sample centers indicated that only (21) 25% teachers were diploma holders and the remaining was certificate holders. Concerning ECCE caregivers, the response of most main and ass/teacher indicated that they didn't have any training on the area of their work.

Interview conducted with kindergarten principals' revealed employment of caregivers was not training based. Their paternal behavior was assumed to be enough to work with children. This shows caregivers do not have any training and this means the practice the status was similar in all centers and the practice didn't match to what is provided in the ECCE policy document. As caregivers have responsibility on the nutrition and care of children, it is difficult for them to carry out their activity effectively and this may reduce the quality of the service delivered to children of the centers.

Regarding Parent Teacher Relationship

Literatures indicate that the purpose of the relationship is to share information on the progress of children (Perry, 2004). Regarding this matter, the preschool policy states that Parents and teacher should have regular time to share information on the child's progress. However, the statistical analysis result showed that the practice of parent teacher relationship on the sample kindergartens was (average mean 2.85) not effective.

Moreover, the qualitative data also revealed that though there were the practice in the majority of the centers (using communication book, annual meeting with parents etc.)

The mode of the practice was not uniform and the contact was not enough, where as in others there were parents who even don't come to schools to know about their children educational affairs. Thus it indicates that families do not have well-timed information to play their role in helping the progress of their children. Especially, in the preschool education, the success of the teaching learning process depends highly on the degree of parent teacher relationship (Curtis, 1998). However, from this it is possible to conclude that parent and teacher relationship was not given attention and this affects the performance and progress of the child negatively.

On the other hand, the research showed that teachers were not in a position to get home information of children and keep it in a secret. This means, teachers were teaching students whom they don 't know, because kids at this level cannot express themselves. Thus, this practice was not parallel to what is stated in the ECCE policy guideline (2010).

Regarding Community Participation

Studies indicate that community has a great role in leading and coordinating preschool activities (Yalew, 2011). On the other hand, Preschool educational system can promote holistic child development through active involvement of communities (Eglepl., et al 2007 in Yalew, 2011). Therefore, to address this issue, the preschool policy necessitates that PTA (parent teacher association) should be organized and regular meetings should be held in the preprimary schools. However, the study showed that though majority of them had this association, the way how it was structured varies from sub city to sub city.

In the majority of them, the committee was one for both primary and preprimary schools and because of this; much attention was given only for the regular program. As a result, the focus given to the kindergarten was made to be little. This means, since big amount of educational input for kindergartens was mobilized through, this committee; it has a negative impact on the achievement of centers.

Regarding Physical Environment

The policy guideline states that pre-schools should be physically safe, free from garbage sites, should have adequate latrine, water service and adequate space however the study showed that, since majority of the centers were established on the already existing government elementary schools, their site is not safe and free from garbage. Though all had toilet and water service, majority were below standard.

Observation on the other hand showed that 73% of them had no enough class room space. In addition to this, from the (n=11) sample preschools only three kindergartens (27%) had the size of compound that was proportional to the number of students. From this, one can judge that the practice was not as stated in the preschool policy. Hence this is undeniable that shortage of facilities in the studied centers impedes their capacity of providing quality preschool education.

Regarding Health and Nutrition

Children need to get health and nutrition support as childhood is the period in which fastest brain development takes place (UNICEF, 2005). To deal with the issue, the preschool policy underlines that health workers should provide regular health check-up for preschool students, there should be first aid service and feeding should be done in clean environment.

However, questioners, interview with principals and observation made on sample; kindergartens proved that, in the majority of sample centers, even though there was provision of first aid service, there was no regular health checkup and dining room; this is an indication that the practice was low and not parallel to the ECCE policy provision. So according to the information from horse's mouth, students were exposed to eat in their classrooms being exposed for bad smells from foods. Hence, this reduces the suitability of the classroom environment.

5.2 Conclusion

It is clear that the main purpose of early childhood care and education policy is to deliver quality preschool education service to all children of the country. Since its

establishment, significant progress has been achieved in terms of access. For example before 2010 the gross enrolment rate was below (5%). But now it has reached to more than 40%. However, there are still continuing challenges that impede specially the practice of the program. Though the policy is comprised of useful approaches to make the service available to all children of the country, it fails to address on the quality part. One indicator is the document which states that the service is delivered by using the existing government resource (e.g. Government elementary schools).

Consequently, these centers do not have their own administration, the majority of them are located in the site that is not suitable for preschool children, even though there is a variation from center to center all are encountered with shortage of educational inputs and facility. Qualification of teachers and care givers are below the requirement. Moreover, centers at the periphery of the city are compelled to admit children beyond their capacity. Although the preschool policy urges annual program with three terms for preschool education, none of the government kindergartens applied this approach.

Furthermore, there are no clear and strong criteria to discriminate children of economically poor family for the service. On the other hand, emphasis is not given on health and nutrition of preschool children. Children below age four do not have childhood education service. Particularly there is no workbook for students and the syllabus is very old. Moreover, schools do not use local game materials and the major problem with regard to outdoor play is shortage of play field. The organization of PTA is not uniform from center to center.

Literatures agree that if countries invest in the childhood education program they can gain good economic returns, reduce poverty and can increase opportunities for parental and community mobilization and empowerment. Moreover, countries can also use it for cost savings and reduction of poverty. Therefore, to realize this, the government body together with all stakeholders has the responsibility to work hard so as to resolve the challenges and improve the practice of preschool program in the country and specifically in Addis Ababa. To that end, the researcher provided the following recommendations:

5.3. Recommendations

The following recommendation is made based on the conclusion to improve the practice of ECCE (preschool education) program

5.3.1 Recommendation for kindergartens

- **Recommendation to enhance capacity of the staff**

- ~ Kindergartens are recommended to facilitate experience sharing with others that have best practices; and
- ~ Centers can organize short training on method of teaching by their own using experienced staffs with minimum or no cost.

- **Recommendation to improve Educational Inputs**

- ~ In addition to the modern playing equipment, kindergartens are recommended to concentrate on the local game materials. Because these materials are cheap, do not occupy much space and at the same time do not expose children to injury;
- ~ Allocating enough amount of budget by including the centers in the school grant budget, mobilizing resources from community and linking up centers with NGOs;
- ~ As many of the principals in the studied kindergartens raised, pictures are main teaching aids, in addition to teachers, Sub Cities are recommended to recruit an artist for kindergartens who produce these materials; and
- ~ Facilities and learning materials provided should give attention for children with special need.

- **Recommendation on access and parent-community participation**

- ~ Parent teacher association is a committee involved in supervising the teaching learning process and resource mobilization. Therefore, pre-primary schools need to have their own PTA committee equally at kindergarten and at classroom level; and
- ~ Regarding access there is a variation from Sub City to Sub City. Because of metropolitan development program, occupant of the center of the city was shifted to the suburb. Moreover, there is a continuous illegal settlement of people in this periphery of the city. Literature states that kindergarten education is different from the regular program in many ways. To make the program effective, especially the

annual schedule is preferred to be categorized into at least three terms. Therefore, the syllabus needs to include annual program with three semesters each with three months.

5.3.2 Recommendation for Education offices

- ~ Preschool policy needs to be revised by participating all relevant stakeholders;
- ~ Education Bureau including MoE need to overcome its weak coordination among other sectors by establishing ECCE taskforce at all level;
- ~ Education Bureau needs to establish a Department that works only on preprimary education;
- ~ It is clear that the effectiveness of this Bureau also depends on the support that comes from Ministry of Education. Hence, all the preschool education experts of MOE working on different directorates need to be brought to one work unit;
- ~ Education Bureau needs to decentralize the administration and supervision of kindergartens from Sub City to woreda education office level to increase their power;
- ~ Education Bureau is recommended to establish a continuous professional development center at least one in a sub city level where teachers, caregivers and other staffs share their experience;
- ~ Education Bureau is recommended to ensure self-management of kindergartens so that they decide on their own resource;
- ~ Sub City Education offices need to have their own preschool experts to coordinate the program at sub city level;
- ~ The status of basic facility varies greatly from center to center. Hence, Sub Cities and Educations Bureau are suggested to give priority for the disadvantaged schools;
- ~ Education bureau is recommended to establish a system that ensure increased number of NGOs and it's fair distribution among all centers;
- ~ In the Government Pre-primary schools of Addis Ababa, Caregivers have key roles in supporting teacher's activity and in caring children. This activities, however need some training. Therefore, Education Bureau needs to facilitate

training for newcomer's care giver as well as for those working in the kindergartens;

- ~ Education bureau in collaboration with teacher training College needs to facilitate continuous short trainings on teaching method, continuous assessment, first aid service, growth monitoring chart and production of teaching aids;
- ~ Increase the number of ECCE colleges to accommodate the demand of preschool teachers on the required level;
- ~ Increase the annual on job training quota for preschool teachers on the diploma program;
- ~ The Education Bureau needs to check and improve the different courses given for preschool teachers by teachers training institutions. The content of the course should focus on what and how to work with children rather than other common courses;
- ~ Unlike elementary schools, kindergarten teachers stay the whole day in the center, hence the bureau needs to provide different incentives to minimize the turnover;
- ~ Since salary of both principals and teachers are the same, no one wants to be a kindergarten principal, hence the Education Bureau is recommended to establish a system that encourage principals by increasing salary or other incentives;
- ~ Woreda Education office is recommended to set criteria that appropriately discriminate those families with problems to deliver the service; and
- ~ As there are a number of Governmental elementary schools that didn't start kindergarten program, to resolve the problem of access Sub Cities are recommended to use this schools to open additional kindergartens.

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Appendices

Appendix I

QUESTIONER FOR MAIN AND ASSISTANT TEACHERS

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)

Questioner to be filled by Teachers and A/teacher

Dear! Respondent,

The purpose of this questionnaire is to assess the practices and challenges of ECCE(preschool) in your kindergarten. The questionnaire is designed to collect data for master's thesis with the title "policy practices and challenges of ECCE in Addis Ababa." So, you are kindly requested to give genuine and appropriate response.

The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation and kindness.

General Direction:

- You are not required to write your name.
- Read the statements carefully.

Instruction one: It is about general background information of participants. please fill the name of kindergarten and sub city on the space provided. Then for the rest general background questions, please respond by putting "√" mark in the blank space against your choice.

:

1. Name of the Sub city:_____
2. Name of the kindergarten_____

3. Sex: Male [] Female []
4. Age: a. 18-23 years and below [] b. 24-27 years []
 c. 28-32 years [] d. 33-37 years []
 e. 38 years and above []
5. Status/position: a. Teacher [] b. A/Teacher []
6. Academic qualification : a. Below Certificate [], b. Certificate [],
 c. Diploma [] d. Degree and above []
7. Work Experience: a. below 2 years [] b. 2-4 Years []
 c. 5-7 Years [] d. 8 years and above []

Instruction two: - Below are a series of statements which represent practices and challenge of early childhood education and care program in the kindergarten. Read each statement carefully and indicate your opinion about the practices and challenges in your kindergarten by putting a “√” mark in one of the alternatives, very high (=5), high (=4), medium (=3), low (=2), very low (=1).

No	I Practices	Rating (Response)				
		(5)	(4)	(3)	(2)	(1)
1	Regarding target group					
1.1	Only children aged from 4-6 are allowed to be enrolled in the kindergarten					
1.2	In the class room ,I give additional support for children with special need					
1.3	Priority is given for enrolment of children from poor family					
2	Physical environment					
2.1	The kg is physically safe and free from garbage sites					
2.2	Adequate latrine service is available.					
2.3	Adequate water supply is available.					
2.4	The space in the class room is adequate allowing free movement					
2.5	Size of the school compound is adequate					
3	Learning materials and equipment's					
3.1	Adequate learning materials (puzzles, riddle and guessing games, stories and fairy tales ,etc) are available.					
3.2	The class rooms and their walls are equipped with learning materials and visuals rich in colour					
3.3	Developmentally appropriate play equipment's (balance, swinging, slid, ladder etc) are adequately					
4	Scheduling activities					
4.1	Teachers prepare daily schedule of activities and display in the classroom.					
4.2	The Pre-school programmes runs for three terms in a year					
4.3	Adequate time is scheduled for play, discovery and rest of children.					

5	Content of the Curriculum					
5.1	Teacher guidebook is readily available to all teachers					
5.2	The curriculum (teacher guidebook and others) is government-approved.					
5.3	The content of the curriculum is adapted to the local context.					
5.4	The content of the curriculum is developmentally appropriate .					
5.5	The content of the curriculum emphasizes different aspects of the child development					
6	Teaching and Learning Methodology					
6.1	Teachers use child-centred teaching method					
6.2	Teachers facilitate group setting or group work in teaching children					
6.3	Teachers and others support and encourage children effort in the process of learning .					
6.4	Teachers use mainly play based teaching approach					
6.5	Teachers use different teaching aids in the classroom					
7	Assessment					
7.1	Assessment is continuous and practiced appropriately .					
7.2	Assessment result is not used as a basis for promotion and encouragement.					
7.3	It is appropriately communicated to parents					
8	Human resource					
8.1	Teachers are trained in the kindergarten teaching profession					
8.2	There are assistant teacher's/care givers in the classroom.					
8.3	ECCE caregivers are holders of health and nutrition assistant certificate					
9	Participation of Parents and communities					
9.1	Parents and teacher share information regularly on the child's progress.					
9.2	There is a regular parent teacher association meetings and support in the pre-school.					

9.3	Information about the home environment of children is delivered to teachers					
9.4	The preschool works closely with the community .					
10	Health and Nutrition					
10.1	Health workers give regular check-up to the children.					
10.2	Growth monitoring charts is available for teachers to use it					
10.3	First aid kits is available to be used by teachers					
10.4	There is a feeding room /area with a good hygienic and clean environment.					
11	Monitoring and supervision					
11.1	The woreda education office and the principal of the kg gives support and supervise teachers					
12	II .Regarding challenges					
12.1	The management of the kindergarten under elementary school is not suitable for the work of teachers					
12.2	The work of the kindergarten is impeded by the shortage of budget.					
12.3	Short training is not organized for teachers .					
12.4	There is no adequate NGOs supporting the teaching - learning process of the center					

Instruction three: - Below are two open ended questions. Give your answer on the blank space.

1 what do you think of the major achievements of pre-school education program?

2. what do you think of other major challenges of pre-school education program that is different from what is mentioned on item 12?

Thank you

Appendix II

INTERVIEW QUESTIONS FOR PRINCIPALS

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management (EDPM)

Interview questions for kindergarten principals

The purpose of this interview is to assess the practices and challenges of ECCE (preschool education program) at kindergarten level. The interview is designed to collect data for master's thesis with the title "policy practices and challenges of ECCE in Addis Ababa." So, you are kindly requested to give genuine and appropriate response. The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation and kindness.

General Background Information:

1. Name of the Sub city: _____
2. Name of woreda: _____
3. Status/position: _____
4. Sex: _____
5. Age: _____
6. Academic qualification: _____
7. Work Experience: _____

Below are Series of 46 interview questions organized under 14 main interrogations for principals

1. How do you evaluate the practice of the program with regard to target groups such as: age of children, children with special need and vulnerable children?

2. How do you evaluate the status of the Physical environment of your school regarding
3. site, adequacy of basic facility (latrine, water) and space?
4. How do you evaluate the status of learning materials, equipment of classrooms with teaching aid and outdoor play equipment?
5. How do you explain the practice of Scheduling activities with regard to
 - Teachers' daily lesson plan.
 - Annual program of the kindergarten (number of terms)
 - Allocation of adequate time for play, discovery and rest of children
6. How do you explain the status of content of the curriculum?
 - Is teacher guidebook readily available to all teachers?
 - Is the curriculum (teacher guidebook and others) is government-approved?
 - Is the content of the curriculum is adapted to the local context?
 - Is the content of the curriculum is developmentally appropriate?
 - Is the curriculum emphasis on all aspects of the child development?
7. How do you evaluate the teaching and learning Methodology
 - Do teachers use child-centered teaching method?
 - Is the methodology mainly Play based.?
 - Does the methodology use group work adequately?
 - Do all teachers use teaching aid adequately?
8. What is the practice of Assessment in your school?
 - Is it practiced in the kindergarten?
 - Is the assessment result used as a basis for promotion, retention or selection?
 - Is the result appropriately communicated to parents?
9. How do you see the status of human resource?
 - Are teachers trained in the kindergarten teaching profession?
 - Is are assistant teacher /care givers in the classroom?
 - Do caregivers have certificate on health and nutrition?

10. How do you mention Parents –Communities involvement?

- Do Parents and teacher share information regularly on the child's progress?
- Is there a regular parent teacher association meeting in the pre-school?
- Do teachers have information about the home environment of children?
- Does the preschool work closely with the community?

11. How do you explain the performance of ECCE practice regarding Health and Nutrition?

- Do health workers give regular check-up to the children?
- Is growth monitoring charts available for teachers to use it?
- Is first aid kits available to be used by teachers?
- Is there a feeding room /area with a good hygienic and clean environment?

12. How do you explain regarding Monitoring and supervision in your school?

- Does the woreda education office and others give regular support?

13. How do you explain challenges encountered regarding facility?

- Is it a challenge to work under elementary school?
- Does your center face series budget problem?
- Is Short training is an issue in your school?
- Do you think that your school does not get adequate NGOs supporting for the teaching - learning process of the center?

14. what do you think of the major achievements of pre-school education program?

15. What do you are other major challenges of pre-school education program that is different from what is mentioned on item 12?

Thank you

Appendix III

OBSERVATION CHECKLIST

I.	Policy documents and curriculum materials	Availability		Status
		Yes	No	
1.1	There's Early childhood care and education policy			
1.2	There's a Syllabus			
1.3	There's teacher guidebook for both age group			
II.	School compound & class room environment			
2.1	The site is the appropriate place for Kindergarten			
2.2	The school compound has enough space/field to play			
2.3	There is enough latrine in the kindergarten /ratio			
2.4	There is enough water supply in the kindergarten /ratio			
2.5	There is a feeding room in the kindergarten			
2.6	Wall of class room equipped with teaching aids			
III.	Basic outdoor play equipment			
3.1	Balance			
3.2	Merry go round			
3.3	Swinging			
3.4	Slide			
3.5	laddere			
3.6	Locally made out door games			
IV.	Learning materials			
4.1	Exploratory materials(puzzles, matching games, playing cards, etc.) ,Various books			
4.2	Regarding education offices and bureau			
4.3	Any document showing the establishment of ECCE/committee/unit etc.			

Data collected from eleven studied government kindergartens

Kindergartens	Number of					Facilities				Outdoor Equipment					Documents	
	Class	Teachers	A/Teachers	Students	Caregivers	Latrin	Water tap	Feeding room	Resting Room	Balance	M.Round	Swing	Slide	Ladder	policy	syllabus
1	9	9	9	346	9	8	12	1	1	2	3	5	5	3	no	yes
2	8	8	8	324	5	4	10	0	3	2	1	1	1	1	yes	yes
3	6	6	6	204	4	8	6	0	2	1	1	2	1	1	no	yes
4	8	8	8	399	8	8	14	0	1	1	1	2	2	0	no	yes
5	3	3	3	100	2	6	5	1	1	1	2	2	2	4	no	yes
6	9	9	9	495	9	11	25	0	1	2	2	1	2	1	yes	yes
7	14	14	13	853	9	12	12	0	1	3	3	2	2	0	yes	yes
8	6	6	6	325	2	6	20	0	1	1	1	1	1	0	no	yes
9	5	5	5	168	2	6	10	0	1	0	2	2	1	0	no	yes
10	9	9	9	400	9	4	37	0	4	2	1	2	2	1	yes	yes
11	6	6	6	259		7	11	1	2	1	1	1	1	1	yes	yes

Appendix IV

INTERVIEW QUESTION FOR EDUCATION OFFICIALS

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)

The purpose of this interview is to assess the practices and challenges of ECCE (preschool education program) at education office level. The interview is designed to collect data for master's thesis with the title "policy practices and challenges of ECCE in Addis Ababa." So, you are kindly requested to give genuine and appropriate explanation. The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation and kindness.

General Background Information:

- 1.Subcity/organization: -----
2. woreda: -----
- 3 Status/position: -----
- 4.Sex: : -----
- 5.Age: -----
6. Academic qualification: -----
- 7.Work Experience: -----

Interview Questions for Education Officials of Woreda, Sub city, Education bureau and MOE

I. Structure of the program

1. Is there a task force /technical committee working regularly on ECCE and facilitating the work of the steering committee? if not what are the possible reasons?
2. How do you coordinate and support the ECCE program?
3. Do you have a highly qualified ECCE focal person in your offices as coordinator of the program?
4. Is there an ECCE expertise center that works on the program?

II. Management of the ECCE program

5. How do you explain the coordination among the three ministries (education, health and women affair)?

6. Does MOE working as the coordinator of ECCE program.?

7. Does your office manage all the activities of Pre-primary education program?

III. Partners' role

8. How do you see the role of NGO's in supporting the program.?

9. Do you think that parents and communities are playing roles in supporting and leading the work of kindergartens?

IV. Roles of government

10. What major activities are planned and implemented in your office to enhance the access and quality of preprimary education program? (educational input, /training, Monitoring and evaluation)

11. What are the Major challenges encountered in coordinating the program?

THANK YOU

Appendix V

CHECKLIST TO CONDUCT ECCE DOCUMENT ANALYSIS

The following are major points on the area of pre-school Education Policy

A In the Government kindergartens

1. Regarding target group
2. Physical environment
3. Learning materials and equipment's
4. Scheduling activities
5. Content of the Curriculum
6. Teaching and Learning Methodology
7. Assessment
8. Human resource
9. Participation of Parents and communities
10. Health and Nutrition
11. Monitoring and supervision

B In the Education office

1. Regarding challenges
2. Structure of the program
3. Management of the ECCE program
4. Partners' role
5. Roles of government

Thank you

GENERAL INTERVIEW QUESTIONS FOR PARENTS

1. Do teachers of the center have regular communication with parents?
2. Is the assessment result of your child used for promotion or retention of children?
3. Do you believe that teachers have full information of home environment of your children?
4. How do you evaluate the service you get from the center?
5. What are the major challenges of the center that needs to be solved?

Annex VI

Sample pictures from kindergartens



Water tap



Classrooms Equipped with Teaching aid



Poor Toilet Service



Outdoor play



Sample Classroom

DECLARATION

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been acknowledged

Name : Fedlu Redi

Sign : _____

Date: _____

This thesis has been submitted for examination with my approval as a university adviser

Name : Zenebe Baraki (PHD)

Sign : _____

Date: _____