ADDIS ABEBA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF THE IMPLEMENTATION OF THE CHILDREN, YOUTH, AND FAMILY WELFARE ORGANIZATION(CYFWO) POLICY GUIDE IN PROVIDING FOR THE EDUCATIONAL OPPORTUNITY OF PRESCHOOL-AGE CHILDREN IN ADDIS ABEBA

DEREJE TEREFE

MAY, 1994

AN ASSESSMENT OF THE IMPLEMENTATION OF THE CHILDREN YOUTH, AND FAMILY WELFARE ORGANIZATION'S (CYFWO) POLICY GUIDE IN PROVIDING FOR THE EDUCATIONAL OPPORTUNITY OF PRESCHOOL - AGE CHILDREN IN ADDIS ABEBA

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DEREJE TEREFE

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TABLE OF CONTENTS

TITLE	PAGE
Acknowledgement	ii
Table of contents	iii
List of Tables	ix
Abstract	xi
Chapter One	
1. BACKGROUND OF THE STUDY	1
1.1. Statement of the Problem	2
1.2. Significance of the Study	7
1.3. Delimitation of the Study	9
1.4. Limitation of the Study	9
1.5. Method and procedure of the Study	10
1.6. Definition of Terms	13
1.7. Organization of the Study	16
Chapter Two	
2. REVIEW OF RELATED LITERATURE	17
2.1. Historical Perspective of Preschool Education	17
2.1.1. Recent Social Awareness and Changes Towards the Importance of preschool Education	21

PAGE

2.1.2. Preschool Education in Africa and Ethiopia 23

2.2. Quality and Adequacy of Preschool Teachers . . 26

2.1.1. The Content of Preschool Teacher Trainings 28

2.1.2. Training Period of Preschool Teachers 29

2.1.3. Teacher-Child Ratio 34

2.3. Adequacy of resources in Preschool Programme 37

2.3.1. Manpower 37

2.3.1.1. Teacher-Aides and Volunteers 37

2.3.1.2. Non-Programme Personnel and Parents 40

2.3.2. Preschool Environment, Equipment and Facilities 43

2.3.2.1. Physical Environment, Plant and Space 43

2.3.2.2. Equipment and Facilities for preschool 47

2.3.3. Financing Preschool Programmes . . . 51

2.4. Followup and Assessment of the Preschool Programme 51

Chapter Three PAGE

3. PRESENTATION AND INTERPRETATION OF DATA 60

3.1. Bio-data of the Respondents 60

3.1.1. Age of Teacher Respondents 60

3.1.2. Age of Principal Respondents 61

3.1.3. Teacher Respondents' Educational Status 62

3.1.4. Principals' Educational Status . . . 63

3.2. Data Obtained Through Questionnaires 65

3.2.1. The Need for Training Teachers . . . 65

3.2.2. Training for Kindergarten Education 65

3.2.3. Completion of General Secondary Education Before the Training . . . 67

3.2.4 Respondents' Training Period 68

3.2.5. Adequacy of Training 69

3.2.6 In-Service and Orientation Courses . 69

3.2.7. Courses Taken by Respondents 74

3.2.8. Availability of Manpower Needed . . 77

3.2.9. Suitability of Kindergarten's Environment 81

3.2.10. Teachers' Participatory Role in Selecting Sites 81

3.2.11. Children's Security in the Kindergarten 84

3.2.12. Training of the Principals 86

PAGE

3.2.13. Source of Finance 87

3.2.14. Amount of Monthly Fees 89

3.2.15. Type of Monthly Fees and Free Attendance 90

3.2.16. Kindergarten's Regular Budget . . . 95

3.2.17. Specifications of Budget Items . . . 97

3.2.18. Effectiveness of Parents' Committee 99

3.2.19. Parents and Community's Areas of Participation 101

3.2.20. Parents' Means of Communications with Kindergartens 103

3.2.21. Frequency of Discussions and Meetings 103

3.2.22. Relationship Between the Kindergartens and the Primary schools . 106

3.2.23. Following Children's Progress in the Primary Schools 108

3.3. Data Obtained Through Observation 11

3.3.1. The State of Manpower Requirement . 11

3.3.2. Physical Plant and Material Resource 116

3.3.2.1. Buildings and Spaces . . 116

3.3.2.2. Classroom Arrangements and Size 119

3.3.2.3. Equipment and Facilities for Staff and Children . 122

PAGE

3.3.2.3.1 Tooles Facilities and Their Ratios to Children 123

3.3.2.4. First-Aid and Related Facilities 126

4.3.2.4.1 Facilities for Rest (Matteresses) . 129

3.3.2.5. In-and Out-door Play and Learning Materials 130

3.3.2.6. Materials for Art and Construction 133

3.3.2.7. Equipment and Facilities for Science, Scio-Dramatic and Musical Activities . . . 136

3.4. Data Obtained Through Interviews 140

3.4.1. Accountability and Financing the Programme 141

3.4.2. Followup and Evaluation of the Programme 144

3.4.3. Publicity of the Kindergarten Programme 147

3.4.4. Duration of Training Teachers . . 149

Chapter Four

4. SUMMARY, CONCLUSION, AND RECOMMENDATIONS 152

4.1. Summary 152

4.1.1. Quality and Adequacy of Teachers . 152

4.1.2. Adequacy of Material Resource and Budget 155

a) Facilities and Equipment

b) Budget (Finance)

4.1.3. Followup and Evaluation of the Programme 157

4.2. Conclusion 157

4.3. Recommendations 159

Bibliography 164

Appendices 170

Appendix One 170

Appendix Two 171

Appendix Three 172

Appendix Four 180

Appendix Five 188

Appendix Six 189

Appendix Seven 190

Appendix Eight 191

Appendix Nine 192

Appendix Ten 193

Appendix Eleven 194

LIST OF TABLES

TITLE		PAGE
Table 1.	Age of Admission, Training Institution, and Training duration of Teachers	31
Table 2.	Age of Teacher Respondents	60
Table 3.	Age of Principal Respondents	61
Table 4.	Teacher Respondents' Educational Status	62
Table 5.	Principals' Educational Status	63
Table 6.	Training For Kindergarten Education	65
Table 7.	Completion of the General Secondary Education	67
Table 8.	Respondents' Training Period	68
Table 9.	Adequacy of Training	69
Table 10.	In-service and Orientation Course Attendance	69
Table 11.	Courses Taken By Respondents	74
Table 12.	manpower and the Class-size	77
Table 13.	Suitability of Kindergarten's Environment	81
Table 14.	Teachers' Participation in Site Selection	81
Table 15.	The State of Children's Security in Kindergartens	84
Table 16	Principals' Training	86
Table 17	Kindergarten's Source of Finance	87

PAGE

Table 18 Monthly Fees 89

Table 19 State/Type/ of Monthly Fees and Free Attendance 90

Table 20 Kindergarten's Budget 95

Table 21 Specifications of Budget 97

Table 22 Effectiveness of Parents' Committee 99

Table 23 Parents and Community's Area of Participation 101

Table 24 Parents' Means of Communications With Kindergartens 103

Table 25 Frequency of Discussions and Meetings . . . 103

Table 26 Relationship Between Kindergartens and Primary Schools 106

Table 27 Following Kindergarten Children's Progress 108

Table 28 Ratio of Kindergarten Toilets Facilities to Children 123

Table 29 Ratio of Mattresses to Children 129

ABSTRACT

In this study, an attempt was made to find out the underlying reasons that account for the present disparity between the demand and the educational opportunity of the preschool-age children of the country in general and that of Addis ababa in particular. To this end, the policy Guide set by the Office of Children, Youth, and Family Welfare Organization (CYFWO) was used as the main reference to the study. Hence, three data gathering instruments (questionnaires, checklists, and interviews) were employed while preschool teachers, their principals and pertinent officials at different capacities were used as the samples of the study.

The findings made clear that the qualifications of most preschool teachers were found low, with a training duration of three months. Furthermore, chances for up-grading programmes have been found very narrow, mainly, due to the low-in-take capacity of the training center that necessitates an entry quota. Teacher child ratio is very high whose average is 1:43. While the number of teacher-aides is insignificant, volunteer parents or other paraprofessionals do not have any role in the classroom activities.

Material and financial resources are considerably limited. Play and learning materials are far behind the number of children in each center. Basic health and safety facilities are either so little or non-existent. Moreover, while financial sources for the programme are children's parents, the government's role is very minimal, being limited to some technical assistance.

The practice of followup and evaluation has been found low, less systematic and comprehensive. As a result, the programme's success and benefits couldn't certainly be known, with regard to the children and the society in general. The over-all problem has been found that both the government and the general public have not attached a desirable importance to the programme.

Thus, pertinent bodies need to see to it that the programme be accessible to the preschool-age children of the country. Hence, a joint effort of government and society have been called for in order to improve the country's preschool-age children's opportunity for the programme.

CHAPTER ONE

INTRODUCTION

1. Background of the Study

Traditional Church education dates back to the time of the introduction of Christianity to Ethiopia. According to Perham (1947:12), if the Egyptian Copts and the Chinese do not dispute, the Ethiopian Church had the longest history of church education in the world. But despite such a long experience, modern education assumed to plant itself in the country during the beginning of the 20th Century (Pankhurst, 1955; Teshome, 1979).

Although research findings are markedly limited and sometimes controversial, the introduction of preschool education to Ethiopia seems to coincide with the time that of modern education. Thus, if Bizunesh's finding is true, Preschool education of modern sense was established in Dire-Dawa, in 1908 by the Embassy of France to Ethiopia. The main objective of this first preschool education center was to provide necessary caring services for the children of the then Ethio-French rail-way line workers (Bizunesh, 1983:4).

Nevertheless, the impact and the coverage of the preschool programme remained very low up to the popular uprising of 1974. Although various efforts were exerted to improve the quality and the coverage of the programme since then, the service provided still remained considerably limited and uneven when seen in light of the preschool-age children of the country that seek the opportunity.

1.1 Statement of the Problem

Early Childhood education is expected to lay a favourable foundation for the development of intelligence, formation of desirable traits such as cooperation with groups, self-reliance in problem solving and positive social behaviour (Swaminathan, 1990; Ashby, 1972; and UNICEF, 1990). Hence, the early experiences to which a young child is exposed is said to have an irreversible effect upon his/her future development. To this effect, what the child generally learns in the first six years has a lasting effect for the later learning (Cohen, 1988; Landreth, 1972).

To the above response, the attention of increasing number of scholars has focussed upon the theme of preschool education, emphasizing that to wait until age six or seven for the school is to wait too long. For example, according to Hunt (1961), Piaget (1963), and Bloom (1964), as cited in

Mitzel (1982:491), the effects of positive as well as early intervention or its deprivations are decisive in enhancing or retarding the assumed cognitive development of a child.

As a result, the UNICEF World Summit of 1990 stated that a society that ignores the early period of child care and education fails to recognize a high social return or cost in the future. The report further explained that preschool programme has a significant economic value, for a person who is physically, mentally, socially and emotionally well, will contribute better to the economy as well as the community than a person who is not. Moreover, investment in health, nutrition, education and psycho-social development during the child's early years is believed to bring about the efficiency of educational programmes through reductions in dropout, repetition, prolonged illiteracy and also reduced rates in delinquency and drug indulgence (UNESCO, 1976: 51; UNICEF, 1990:162).

Fowett and Sylva (1988:12), as cited in Moore, have also emphasized that Americans who attended preschool programmes were found more likely to obtain jobs, have fair dealings with the police, and have fewer teenage pregnancies than matched "control" groups with no preschool experience.

Another obvious advantage of preschool education is the opportunity it provides for screening children in their physical, emotional, and behavioural difficulties and the launching of treatment before conditions become harmful to the individual as well as to the society. Thus, Glueck (1966:524), observed that if children are salvaged as early as possible from probable handicaps or difficulties, not only will society be spared possible dangers of disturbed adolescents, but children can also be helped to become productive adults. The author further witnessed that preschool education can also serve as a form of "intervention" programme against deprivations and the poverty-cycle, like the American Head Start of 1965 that evidenced particular attention to the children of the poor and minority groups (Austin, 1976; McCarthy and Houston, 1980).

On the whole, various research evidences have suggested the critical importance of preschool educational programme for the future harmonious development of children and the efforts to be exerted to facilitate the opportunity for providing the programme for the preschool-age groups.

Nevertheless, preschool educational programme in Ethiopia is so limited to date to meet the demands of the growing number of preschool-age children in the country. Teshome

(1979:69), Tayech and Poluha (1979:41) have observed that the government is unable to quench the thirst of kindergarten-age children, even in the capital. Moreover, the report of the National seminar conducted by the former National Children's Commission (NCC) has proved that children who have not got the opportunity for preschool attendance nearly amounted to four-million. This figure is only seen in the narrower context of kindergarten-age children whose definition, according to the NCC (1982:2), includes only children who are in the age brackets of 4-6 years. The report further pointed out that due to low qualification of teachers, high teacher-child ratio, lack of in-and out-door equipment and facilities, inconvenient school plan and environment, class rooms, absence of supervisory services and programme assessment, lack of regular budget, etc. have negatively influenced the implementation of the Commission's Policy Guide (Ibid, pp. 5-6).

UNICEF (1991: 85) on its part has also indicated that the efforts so far made in the area of preschool education is considerably low. The report made clear that out of the country's 4.6 million children of preschool age group (4-6 years in this context), it's only 2.1% of them who have had the opportunity for the programme under discussion. Furthermore, it was proved that besides the inadequacy of

coverage and shortage of educational and relevant material resources, 91% of the 66 teachers and 36% of the head-teachers didn't have the necessary professional training in the 11 preschools under private ownership in Addis Abeba.

On the whole, the above research findings and report evidences obviously reveal that there is a problem of meeting the educational opportunity of preschool-age children in our country in general and that of Addis Abeba in particular. To this end, it seems more timely, than ever before now, to identify the underlying reasons that account for the lack of meeting the provision of the educational opportunity of preschool age-group with particular reference to the four selected zones of Addis Abeba. The researcher is of the opinion that the problem deserves due appraisal and study to gradually correct current disparities between the demand for and the supply in the sector.

In this regard, it seems appropriate for one to realize that the CYFWO's Policy Guide (1982) identifies three basic requirements that are vital in order to influence the provision for the educational opportunity of preschool-age children of the country. They are the availability of:

1) adequate and qualified teachers for preschool-age children;
2) adequate resource (manpower, equipment and facilities, budget);

3) adequate and regular follow-up and programme assessment that account for the demands (educational opportunities) and the supplies (opportunities provided).

Therefore, this research project attempts to search answers for the following questions:

1. Are there adequate and qualified teachers for the education of preschool-age children?
2. Is there adequate resource (desirable manpower, equipment and facilities, and well-articulated budget specifications) for the programme?
3. Is there adequate and regular follow-up and programme assessment that accounts for the demands (educational opportunities sought by the age-group) and the supplies (actual opportunities provided)?

1.2 Significance of the Study

Children who have not received sufficient attention during their preschool years arrive at school without having spent the preceding years' development in accordance with their own particular bent and without having developed desirable skills (Heffernan and Todd, 1960). As a result, many research findings confirm to us that children not only have the right to an education that starts at a given age, but

1.3 Delimitation of the Study

The research work is delimited to four zones of Addis Abeba administrative region (zones 2,3,4, and 5). The zones were selected on the basis of relative abundance of the preschools they run and their relative suitability for data collection. But they are believed to be sufficient both in coverage and representation for they contain 87% of the preschools in the region, and the selection is also from centre to periphery in relative terms.

The study is also limited particularly to the preschools which are under the sponsorship of government, public, urban dwellers and private undertakings versus the rest of the preschool centres in Addis Abeba.

1.4 limitation of the Study

Since the study is not conducted at the national level, the findings which would have been the basis for fair generalization are not free of limitation. The basis for not undertaking a national-based research is due, mainly, to the time factor. Furthermore, the absence of adequate and comprehensive domestic research work in the area under study also counts against the attempt of a more substantial research work.

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1.5 Method and Procedure of the Study

The study deals with the salient problems of implementing the Policy Guide for the Kindergarten Programme, which was promulgated in 1982 by the former National Children's Commission (now Children, Youth, and Family Welfare Organization). Furthermore, it examines the major attributes that are considered to be responsible for the lack of meeting the provision for the educational opportunity of the preschool-age children in Addis Abeba.

Thus, the target population of the study includes the preschool teachers and their principals, head of the preschool teachers' training institute, pertinent officials from the Ministry of Education, Children, Youth, and Family Welfare Organization, and from Addis Abeba Education Bureau. Nevertheless, and before going any further, it's very important for anyone to have a hint about the number as well as the composition or category of the preschool institutions in Addis Abeba (Region 14).

Accordingly, the 1993 (1985 E.C.) statistics section of the Education Bureau of Region 14 indicated that there are 136 preschool institutions (now after, called as kindergartens) in the six zones of Addis Abeba. They are sponsored under the following auspices: Government, Public, Urban, Dwellers' Associations, Private undertakings, Church, Mission,

Community, and Humanitarian Organizations. The Urban Dwellers' Associations and the Private undertakings share the greater part of the categories (about 27% and 19%) respectively. (see appendix 1)

Out of the eight categories of the kindergartens described above the study focussed on only the first four ones (government, public, urban dwellers' associations, and private undertakings). The underlying reason is that these very four categories are expected more to comply with the Children, Youth, and Family Welfare Organization's Policy Guide for the Kindergarten Programme than others in view of their relative closeness to the government's policy and themselves being the bodies to enforce rules and regulations as well. Furthermore, the preference of the four categories to the rest is that they are more manageable to be treated within the scope of the research and the time framework set for the study.

Similarly, the four categories selected were again limited to the four zones out of six. The selection criteria for the four zones out of the six was dependent on the relative abundance of the kindergarten centres and their staff (Please see the appendix 1). Hence, out of the eighty-six kindergartens of the four categories (government, public, urban dwellers' associations, and private undertakings) in the four zones (zones 2,3,4 and 5) under study, twenty-four kindergartens (a little more than one-fourth) were randomly selected as the actual sample size for the research.

Moreover, kindergartens that are sponsored by the urban dwellers' associations and that of private individuals were represented twice in each zone while the rest two categories were only represented once. The rationale for more representation is also related to the relative abundance of the categories under study both in the number of centres and their respective staff as well.

As a result, ninety-nine kindergarten teachers and twenty-four principals were made to fill in two types of structured questionnaires (part one for the teachers and the other independent part two for the principals). Both parts were prepared in Amharic language to facilitate smooth communications. Thus, 84.8% teacher respondents filled in the questionnaires and returned them while 70.8% of the principals did the same. The other four pertinent individuals were made to respond to unstructured interviews, making the total subjects included to be 127 altogether.

However, in addition to the two instruments of data collection, the writer has also employed a check list (a standard inventory set by the CYFWO and related sources) for the observation schedules arranged in the sample kindergartens, to find out the general kindergartens' environment, physical plant and classrooms, the adequacy of

basic equipment and facilities. Furthermore, related information regarding the policy guide implementation and the problems encountered has been secured through the analysis of some documentary works.

Finally, as the approach of the study is, of a descriptive and survey nature, data presentations, interpretations, and the findings were explained in terms of the percentage system. Moreover, certain ratio descriptions have been used whenever relationships are made necessary to be shown in the area of manpower, equipment and facilities required in the kindergartens. Towards the end, research summaries, conclusions and recommendations have been made on the basis of the findings.

1.6 Definition of Terms

Meeting the provision of Educational needs- refers to special attention and policy concern to be given to certain section of the society because of having a high incidence of deprivation and therefore being in need of special educational provision (Encyclopedia of Education, 1974)

Early Childhood Education/programme/- also refers to the educational programme intended to be provided for children from birth to 6 to 7 years, prior to their entry to primary school. Hence, usually used interchangeably with preschool education or preschool programme (Early Childhood Care and Education, World Survey, UNESCO, 1991)

Nursery- an institution in which children of 3 months to 3 years are given more of a custodial care and upbringing. It's also known by different names in different countries as infant school, day nursery, Creche (Encyclopedia Britannica, Vol. XIV, 1974)

Preschool age children- children whose age-group ranges from infancy up to the entry of primary school and who can be provided with nursery or kindergarten services (Alan & Louis Cohen, 1988)

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Historical Perspective of Preschool Education

The inducting of the young into the culture and values of the society has been one of the challenges that taxed the intellect and ingenuity of man for many years. As a result, the idea of the educational provision for the young child is not new, particularly, in the Western educational thoughts. Thus, according to Hildebrand (1971:337) and Ashby (1972:2), more than twenty-five hundred years before, early Greek Philosophers like Socrates (469-399 B.C), Plato (425-347 B.C), and Aristotle (384-322 B.C) had great regard as well as concern for the education of the young.

Furthermore, the authors witnessed that, particularly, Plato in his, The Republic, had set out ideas concerning the kind of stories, poems and music to be taught which were believed to be instrumental in the inducting of the young into the desirable social values in their early years of life. Although Plato and then Aristotle had fully recognized the importance of early training in human development and advocated for the establishment of community nurseries for the better upbringing then sought for, the father of the idea of organizing schools for small children was, infact, Comenius.

According to Harris and Liba (1960:859) and Range et al. (1980:4), John Amos Comenius (1592-1670) concerned himself much with the early education of children and wrote the first picture book known as Orbis Pictus, whose content was simple learning lessons about stones, plants, animals, colours, and names. Comenius further established the first "Mother-School" for children whose age range from birth to six years, where sense training and mastery of some elementary facts of life were taught by mothers (Spodek, 1986:520).

Eventhough, recognition of the early education of the young came as early as the time of Plato, and Comenius putting the first corner-stone for preschool educational programme, prominent educators such as Locke, Rousseau, Pestalozzi, Owen, Piaget, Dewey, Montessori and many others have contributed a great deal to the cause of early childhood education. In short, they were the seminal thinkers whose writings and works had influenced the form and function of present day early childhood education programme (Mitzel, 1982:489).

Nevertheless, not until Friedrich Froebel (1782-1852) did a comprehensive preschool theory emerge that was specifically directed toward the education of the young child. Froebel not only provided a preschool theory, but also coined a name for his preschool "kindergarten", to mean caring for young children as for young plants (Encyclopedia Britannica, 1974:989). Furthermore, according to Range et al. (p.5),

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Froebel not only influenced European preschool educational systems but he could also influence those of the United States, especially, in his theory of teachers' apprenticeship training programmes and his curriculum in accommodating of all children's needs including the poor:compensatory education for the culturally deprived children.

In general, Froebel's thinking of the education of the young has been so progressive as those of modern psychologists and educators that a child's early experiences have profound effect upon his future personality development (McCarthy and Houston, 1980:6). On the otherhand, despite the long history of interest in the education of the very young, preschool education is still in its infancy.

According to Spodek and Hildebrand, preschool education is, by large a product of the 20th century. The authors feel that it's in relatively recent years that preschool education has become the subject of serious study by scholars and researchers. As a result, the years, particularly following W.W.II (Mid-1940s to Mid-1960s), were very significant in the area of preschool education for there were accelerated social changes. Furthermore, various research evidences and provocative literatures on child development and early learning have alerted the public in general and policy makers in particular (Mitzel, p.491).

To this effect, the major works of Hunt (1961), Piaget (1963), Bloom (1964), and Skinner (1960), as all cited in Mitzel and Austin, have convinced the people not only that the education offered before age six markedly affects later school performance, but they also created an unprecedented social awareness and the shift in thinking about child development in the modern context of life. This rethinking and awareness also influenced the organization of the human and physical environment of preschool programmes (Austin, 1976).

Moreover, the educational testing movement of the early 1960s has also given significant consideration, especially for the educational opportunities of poor children, that was ignored for years but resulted in the enactment of the 1965 Head Start Programme in America. According to Austin (p.13) and Decker and Decker (1984), the Head Start Programme was a broad commitment to social reform, which also embodies the idea that by stimulating the cognitive abilities of the poor child, his/her later school achievement could be improved.

A similar programme was also launched in England in the 1967's Plowden Report that recommended the educational priority areas, particularly designated for areas of social and educational deprivation. The programme which was known as "positive discrimination", meant for children whose green open

spaces and play facilities were lacking, where housing conditions were poor or restricted by living in high flats (Austin, pp. 84-85).

2.1.1 Recent Social Awareness and Changes Towards The Importance of Preschool Education

Recent social awareness on the part of the society and certain sociological changes have given considerable impetus to the importance of preschool education. While research findings have helped many parents to recognize that preschool programmes are essential grounds for facilitating an individual's all-round personality development, researches particularly related to the preschool educational experience of the culturally disadvantaged children could also show significant differences in favor of the experimental group who have had preschool experience (Wolff, 1970). Because as certain deficits can occur in the home learning environment of vast numbers of children under poverty conditions, preschool learning environment is believed to provide for the meeting of the deficits. It enhances the home learning so that positive link or continuity would exist between the home and the preschool (Digest, No.5, 1985:5).

Moreover, according to Wolff, in the study made in NewYork, nearly two-thirds of the Head Start children were found to quickly adjust to regular schools as compared with others who didn't have preschool opportunities. Hence, one can generally see that parents and the society then seemed to have a common understanding that organizing and furnishing preschool institutions is the basis for children's language, social and physical development and future scholastic achievement as well. Similarly, it has been recognized further that parents and the large public have become aware of the fact that preschool educational programmes have, in fact, social, educational, and developmental goals which are crucially important for the child's wholesome development (Mialaret, 1976, pp. 31-33).

Other major factors that have brought about a change in the recent demand for preschool educational programme may be viewed as economic, sociological or demographic. According to Austin (p.332), the root causes for recent demand for early childhood education programme include the change of the role of women, change of the attitude of society as regards the rights of children and equality of women, the rise of divorce rate, and family size. Thus the author holds that as families have grown smaller through planned parenthood (minimizing the chance for the extended family who could have looked after or care for children), the demand for preschool education programme has become more evident.

education levels. The author observed therefore, that the majority of preschool-age children cannot benefit from the programme. As a result, the programme is left only to the children of both affluent classes and the 'new elites' of the continent.

Moreover, Heron further observed that since the whole topic of preschool education in Africa has been influenced by the inherited colonial models, the attempt of adjusting the few existing Western-type of preschool programmes to the local resources and needs has made the opportunity so costly that only few privileged classes of the population are being benefitted.

For example, in Kenya, less than one-fifth of the children between the ages 3-6 years attend preschool programmes, while more than a million are left on their own to play around the homesteads, in the rural and open spaces in towns. In Zambia, too, the programmes cater for only a small percentage of children of most urban areas (Watoto Wa Africa, 1980, pp. 2-15).

As a result, preschool programmes have become more of the responsibilities of voluntary organizations in Africa. To this effect, the National Council of Women's Societies in Nigeria, the Zambian Preschool Association (ZPA), and the Community-based Centre for Stimulating Children (CSC) of Benin are typical examples which have taken appreciable initiative

in promoting the welfare and development of young children (UNESCO, 1979; * ICC 1982).

On the whole the education of preschool-age children over most African continent seems to have been left more to the concern of the family. However, according to Swaminthan (1990:2), the current reality facing millions of African families (e.g. rising economic needs, mobility, etc.) has made life ever difficult for many mothers to either look after their children or cope with earning their livelihood.

The situation in Ethiopia is by no means different from what has been reported on the state of other African countries. In otherwords, preschool educational programme couldn't meet the demands of most Ethiopian children nor could it influence the life of so many working parents. Bizunesh (1983:52) has examined the situation that despite the fact that modern preschool education got into the country in 1908 (almost the same time with introduction of modern education), there were only 77 preschool centres in the country up to 1974, serving only 7,573 preschool-age children of the nation. As a result, Ayalew (1978:76) has indicated that preschool programmes in the country have been and still are the privileges of a very insignificant number of children.

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* ICC-International Children's Center

Hence, one can easily understand that educational opportunity for children of preschool-age group is generally low or unsatisfactory, which in turn implies that the current service of supply is far behind the demand.

2.2 Quality and Adequacy of Preschool Teachers

In olden days, there was a time when a lady was simply accepted as a teacher of young children. However, as time passed by and as it was realized that the preschool teacher has much responsibility over all the activities taking place in the centre, the trend of giving at least 4 to 5 weeks' training course became a reality (Headley, 1959:46). Thus, a special training for a would-be preschool teacher began to be a necessary parameter.

The basis for training of teachers is that they are significant adults in schools as are parents at home. According to Gross (1974:314), the influence of preschool teacher, in particular, is so profound as she serves as a model of behaviour formation and value transmitter. As a result, the author emphasized that a community that values its teachers to have significant effects on its children must charge the administrators and decision-makers with the creation of conducive environments in which teachers can develop.

Furthermore, many educators have repeatedly emphasized the need for special training of preschool teachers as the latter markedly influence the lives of children in their critical as well as formative years. For instance, Heffernan and Todd (1960:4) and Hildebrand (1971:3) have called for a special training of preschool teachers for the fact that the profession requires a happy and creative, an intelligent and energetic teacher to serve in the programme. The authors hold that it's only in this way that preschool-age children can adjust to the school environment and also be guided toward their optimum development.

Moreover, Brison and Hill (1966:53) and Mialaret (1976:49) have also observed that teachers of young children in this rapidly changing world need to have profound knowledge about the child's biological growth and development, his/her general living environment, theories of education and, the principles of learning, etc. The authors warned that failure to keep-in-touch with the change through constant training will endanger the future of preschool education programme while teachers' environment and the children who live in it are perpetually changing.

Hence, Brison and associates stress that if we want preschool centres to be more than just places to leave children, teachers of preschool education programme have to receive appropriate training geared to enabling them cope with difficult and changing situations that may arise during their

It was also found in the study that curriculum development and theory of education are not very popular subjects among training institutes, while handicrafts may have a practical difficulty due to lack of space, raw materials and tools despite its importance to children (Ibid.).

As regards the general methods frequently used, an order of preference was indicated where in theoretical training (95.1%), observation or visits (93.1%) and teaching experience or practice (90.2%) were given ranking places by respondents in the above study.

2.2.2 Training-term (duration) of Preschool Teachers

Despite the fact that there is a common understanding that preschool teachers have to have a sound training, certification of this level personnel, particularly teachers, varies from institutions to institutions, countries to countries, and above all from one agency to another that runs the school.

As a result, training ranges from very short courses or orientations of few weeks to one or two years' period, a non-diploma or degree courses, first degree courses to post-graduate courses (Mialaret, p. 47).

Table 1

Age of Admission, Training Institutions, and Duration of the Training of Teachers In Different Countries.

Country	Age of admittance	Training Institute	Years of study
Canada	17-18	Teachers' College	1-4
France	15 18	Teachers College " "	4 2
Germany (F.R)	18 16	Practical Training Special Secondary Technical School	2-3
Sweden	19	College of Education	2
Ethiopia	18	Preschool Teachers' Training Institute	1/4
Kenya	*D.N.A	" "	1/2
Zambia	D.N.A	" "	3/4 years 2 years

* D.N.A. - Data Not Available

Sources:- 1. For the 4 Western Countries, Early Childhood Education: An International perspective, (Austin, 1976, pp. 54-55)

2. For Ethiopia, "Preschool Teachers' Training Institute Record Book", (1979-1994)

3. For Keneya and Zambia, WATOTA WA Africa: Children in the Eastern Africa Region, 1982, pp. 2-3)

Table one indicates that in the developed countries, the average period of training is almost two years, while in the three African countries, it is less than a year. In Ethiopia, it is particularly very short: three months. Nevertheless, it must be borne in mind that there was a six-month model of training in the country which continued to serve as a supplier for an in-take of twenty to thirty young ladies until the present three-month model set in 1979 (Reinsberg etal., 1973:10).

However, what equally needs noting is that the total number of regular trainees from 1979 to 1990 was expected to be 2,000, which implies an obvious disparity between the preschool-age children of the country (which were then about five million) and the number of existing teachers (UNICF, 1991: 84).

Furthermore, the table underquestion shows that the entry age for training varies from 15-19 years. However, a UNESCO's survey study of 88 Member States showed that the recruitment age range was between 17 to 20 years. Hence, from the responses of 44 countries it was found that the modal age of recruitment was 18 years (Fisher, 1991: 45). Further, as the

information obtained from the Ethiopian Preschool Teachers' Training Institute, the recruitment age is 18 years and above. Another criterion set by most countries' preschool teacher trainers is that the candidates need to complete secondary level education which is also true with the Ethiopian preschool Teachers' Training Institute. On the otherhand, as rapid evolution of concepts, methods and techniques in preschool education are ever increasing, preschool teachers must keep themselves abreast of the advances made related to child development and learning. To this end, preschool teachers have to look forward to a better professional life and have to never cease to learn, for the education of a professional teacher is unending (Heffernan and Todd, p. 4).

Therefore, in-service and orientation training programme must be used regularly. The use of these supplementary programmes clearly show that meeting certain academic requirements alone at a given period of time cannot guarantee a teacher to accomplish his/her varied tasks effectively. According to Decker and Decker (p. 219), most in-service trainings and orientation courses for preschool teachers range from 2 weeks to 2 years being arranged every year. But a UNESCO's survey of 1991 showed that the duration of in-service and refresher courses in most countries is four weeks and two weeks respectively. As regards Ethiopia, both trainings are 45 and 15 days respectively (MOE, 1993: 6).

2.2.3 Teacher - Child Ratio

For many years, educators have theorized that the answer to many pre-primary or preschool problems is more teachers working with smaller classes. To this end, Head Start with its ratio of one teacher to fifteen children, for the first time, proved the assumption of smaller class to be valid (Keliher, 1966:7).

Since class-size is one aspect of a teacher's work, the number of children he/she teaches or the teacher-child ratios either are believed to enhance or retard children's opportunities to learn. Hence, teacher's effectiveness is greatly enhanced with small class-size because he/she has more time for individual children. Bills (1966: 24) as cited in Keliher, also observed that many children are "disadvantaged" with crowded class as they are deprived of space, privacy, and time for exploration, interaction and discussion.

In another development, Cannon (1966: 5) found that in large class of kindergartens, more aggressive acts such as pushing, bumping, striking and high level of frustration were manifested. As a result, Cannon holds that too many children in too little space with too few teachers is detrimental, especially, for young children for whom preschool experience is their first encounter.

In her study, Cannon further reported that in small class-size, the teacher was able to guide, direct, assist, and most important, listen to more children than was possible in the larger one. The author also examined teachers' diaries of smaller teacher-child ratios as affectionate, relaxed and productive while the other end of the scale was found to be noisy, chaotic and the teacher was found exhausted by the end of the day (Ibid. p. 11).

Furthermore, Cannon's diary report witnessed that teachers were found experiencing greater satisfaction, more enjoyment and a higher sense of achievement in the small teacher-child ratios while these were little or sometimes non-existent in the large teacher-child ratios.

Although the advisable ratio of adult to children depends on children's ages, according to Hildebrand (1980: 21), the American Department of Health, Education, and Welfare for Day Care Licensing recommended the minimum staff requirements as follows:

For children whose age is 0-2, 1 adult for 4 children
2-3, 1 " " 5 "
3-5, 1 " " 10 "

On the whole, Cannon and Hildebrand suggested that for younger children of preschool-age, teacher-child ratio has to be kept under 20 to encourage daily interaction and friendships among children and also to provide better learning conditions (Cannon, p. 10; Hidebrand, p. 22).

One important issue of the teacher-child ratio particularly in the kindergartens, is safety. According to Rudolph and Cohen (1964: 286), safety controls the teacher-child ratios. According to the authors, if there were fire, or earthquake, it's difficult to know or decide how many children one teacher could escort or carry to safety when he/she is in charge of a group between 20-30 five year-olds. It's particularly difficult to lead them to safety when the group are 2 or 3 year-olds as they cannot follow the direction at the sound of the fire-alarm (McCarthy and Houston, p. 193).

As a result, safety precautions demand that the younger the group the lower the teacher-child ratio. Furthermore, Katz et al. confirm the need to handle fewer young children because with crowded class the teacher is said to be more directive and uses more planned curricula. As regards teacher-child ratio in Ethiopia, Abayneh (1986: 59) found that it was 1:66 in Addis Abeba kindergartens, while the 1986 statistical report showed the ratio of the same subject to have been 1:40 in 1974 and 1:46 in 1989 respectively, at the national scale (MOE, 1989: 1).

2.3 The Adequacy of Resources in Preschool Programmes

2.3.1 Manpower: A programme cannot bear fruit unless it has adequate resources. Manpower is the decisive one among the required resources. Hence, instructional personnel of preschool programme, teacher-aides/assistant teachers/play an important role in the education and care of the young child (Decker and Docker, p. 211).

2.3.1.1 Teacher-aides and Volunteers

According to Brunner (1966: 20), as cited in Keliher, learning can be satisfying to the young child when there are adults who are able to listen, respond, and react to his/her needs and who can guide his/her efforts. However, the author observed that this is difficult for one person, particularly for a single teacher, to respond to the constant needs of a group of three-, four- or five-year-olds. Brunner expressed his fear that even the best teacher becomes inadequate in his/her efforts when more children are simultaneously in need of attention.

To this end, Brunner and his associate, Fleming (1966: 24), saw the teacher-aides or assistant teachers as a remedy to attain the relative optimum level of child-teacher ratio. A teacher-aide is a paraprofessional person who assists in the educational efforts of a programme by taking directions from the teacher, principal or supervisor (Mitzel, p. 1860).

Furthermore, Da Silva and Lucas (1974), as cited in Mitzel, saw that teacher-aides carry out such responsibilities of arranging the physical environment in which children work and play, catalog instructional materials, transmit ideas, respond to feelings, develop habits and skills, under the guidance of the teacher, that are essential for children's behavioural repertoires. According to the authors, under the teacher-aides, children establish good habits of toileting, personal hygiene, eating habits, habits of safety and independence. In general, the teacher-aide is the bridge between the educational programme and his/her community-her children. Brunner (p. 23) also confirms that the presence of the teacher-aide enhances the learning experiences of children as they imitate the models established by the former.

According to Mitzel, there are also a number of recent studies that indicate that the use of a teacher-aide has a positive impact in improving the teaching and learning process in the classroom because a teacher can have more time to interact with each child while the aide is assisting and supervising the in and out-door activities. Generally speaking, the use of the teacher-aides is a recent idea or innovation for the reduction of the large teacher-child ratio, where the substitute may relieve a teacher for planning and intensive work with a small group of children (Fleming, p. 26).

On the otherhand, a teacher-aide needs training. However, in the absence of training, he/she must be made to write a personal application requesting for the position in which the content of the application may show potentials of warmth, understanding and use of judgement. According to Brunner, the application must be backed by a personal interview that also provides more chance to assess the abilities of the potential aide. Furthermore, an intern experience in a group situation and special talents and knowledge of the community are essential requirements (Decker and Decker, p. 211).

In addition to the teacher-aides, volunteers are also invaluably important in the preschool educational programmes. Decker and Decker saw volunteers as self-initiated parents or members of the community who are willing to assist as additional personnel in the classroom to help planning variety of learning activities under the supervision of the teacher. The authors viewed that the use of volunteers in the aspects of a preschool programme is a modern trend in which about one-fourth of the volunteers are participating in this voluntary activity in America, whose age comprises of as young as nine years to college-age.

2.2.1.2 Non-Programme Personnel and Parents

Although teachers, teacher-aides and volunteers are responsible for child care and academic instruction, non-programme personnel also informally enhance children's learning experiences as well as care giving services. As a result, the distinction between the two categories of the personnel usually remains unclear.

Non-Programme personnel who furnish services that support and facilitate the care-giving activities include the psychologists, social workers, medical staff, nutritionists, musicians and related professionals. According to Deckers (p. 211), and Mialaret (p. 48), the services of personnel such as the psychologists is very essential for the evaluation of children's behaviours and for the promotion of guidance techniques. Furthermore, the authors view that the cooperation between the preschool teachers and the psychologists is invaluable for teachers can learn much about the studies made by the psychologists and the psychologists can also learn in turn from teachers' day-to-day observational information so as to improve the caring and educating task. Similarly, early diagnosis of the psychologists is believed to avoid lengthy and unmanageable remedy in education or psychotherapy to be provided later.

On the otherhand, the social workers serve in explaining to parents the problems children may face upon entering into the preschool programmes, helping a mother with her problems in finding a job to assume a role as a full or part-time worker. Moreover, according to Deckers and Mialaret, health service is an essential aspect of the preschool programme whose aim is the giving of every child all possible chance of subsequent success as good health is a basic requirement for the young child. In particular, Mialaret (p. 49) saw that in some developed countries like France, USA, Japan, Poland and the Soviet, a doctor's and/or a nurse's residence is attached to the preschool establishment, while in countries like Jordan, Liberia, Sri Lanka, etc, the medical staff may come from the dispensary or nearby hospital for consultations.

In addition, to further reinforce the preschool manpower requirements, the role of parents has been given considerable value for so many years, for they are the first educators of their children. To this end, Range et al. (p. 182) have advised that parents must understand that the initial success of their children in the nurseries and kindergartens is more related to familial variables than school or teacher related variables. The authors further emphasized that early childhood researches have indicated that programmes designed to include parents had the greatest impact on children's success, as a result of which Range and the associates suggest that teachers and parents must develop cooperative and

reciprocal communicative systems that are mutually advantageous. They believed that smooth adjustments can be made for the child in both the home and the school (p. 191)

Moreover, Rudolph and Cohen (p. 356) held a similar view that when parents and teachers share common perceptions and responsibilities, about the child, there will be a sharing of ideas based on mutual trust and friendship between both parties. To this end, parent education is said to be an excellent strategy to maintain parents' confidence, increase their knowledge of child development and rearing practices (Fisher, p. 100). Hence, the author holds that parents and communities should be looked upon as potential partners, including all bodies who are engaged in meeting the needs and rights of children.

Thus, in order that a child shouldn't be confronted with two types of education, one at home and another in school, parent education must be provided through parent meetings, conferences, discussion forums and exhibitions in preschool institutions. In addition, UNESCO (1976: 53) suggested that publicity for preschool educational programme must be organized by parents' committee. The report also indicated the experiences of some African countries (e.g. Liberia) where parents themselves are responsible for preschool radio and television programmes on the subject of preschool programme.

In general UNESCO emphasized that various publications and notices in the daily press such as radio and television coverages, must be used in order to provide information on the importance of preschool programme in which parents can learn more. As a result, the agency holds that the number as well as the variety of publications is a sure indication of promoting interest in preschool educational opportunities. It's also believed as a sign of commitment to the cause and importance being attached to the education of the preschool-age children by the state and the general population as a whole (UNESCO, 1976: 54).

2.3.2 Preschool Environment, Equipment and Facilities

2.3.2.1 Physical environment, plant and space

It's generally accepted that richer and more pleasant preschool environment provides more opportunities for a child in which self-selected activities that he/she chooses can be realized. As a result, Heffernan and Todd (p. 52) viewed that with comfortable preschool environment, the teacher will be in a better position to learn more about the individual child and provide desirable care and guidance. The authors further agree that with pleasing preschool environment, the child's physical vigour, activity planning and emotional attitudes can easily be detected by a keen preschool teacher in order to maximize the desirable caring and educating activities expected at this level.

Hence, many preschool educators such as Heffernan and Todd (p. 50) advise that teachers, parents, builders, and architects have to play a major role in the planning of the preschool plant. In otherwords, it's emphasized that the time and effort used by a team - work of the above persons is desirable not only that the plant will serve generations of young children to come, but it's also thought that the goal of children's education will be achieved when a reasonable agreement is reached among the pertinent individuals and groups regarding the preschool plant.

According to David (1975), an open-plan of building (a building plan where maximum flexibility of use can be made) is essential to stimulate children's positive attitudes towards school and school experiences. David further stresses that the open-plan building arrangement fosters more positive attitudes in teachers regarding their day-to-day work and interaction with their working friends and principals than do their peers in conventional classroom setup. In the latter, both individual and group needs of children cannot be met for it lacks flexibility of use and is also more of a self-contained classroom plan. To the above response, Gardner (1965), as cited in Decker and Decker, emphasized that evaluation of the building plans must be continually made by the committee for planning and housing preschools in order to make necessary building adjustment in the future.

Another point of debate as regards the physical environment of the preschools is the size of the in-and out-door spaces. To this end, there seems no optimal size as there are variations among the programmes. In other words, there are some preschool programmes which strictly follow a child-centred philosophy while others uphold a classroom-oriented philosophy that doesn't call for an expansive space in which children's self-initiated discovery and observation are encouraged (McCarthy and Houston, p. 196).

Hence, educators like Foster and Headley (p. 96) suggest that a minimum of 10 sq.ft (0.929 sq. mt.) per child must be allotted for every out-door activities. In this regard, for the kindergarten school that has an enrollment of 24 children, the authors recommend a total area of 2400 sq.ft. (222.97 sq.mt). Furthermore, the authors continued to stress that a 50-60 sq.ft (4.6-5.6 sq.mt) floor space is needed per child, while for a preschool of 24 children, a floor space of 1,200 to 1,500 sq.ft. (111.5-139.4 sq.mt.), excluding the washing and locker rooms, is needed.

In view of the above suggestions, it must be borne in mind that the preschool guide of the former National Children's Commission (1982: 21) recommends the total area of a kindergarten to be 1125 sq. meters, serving for 120 children. In this total area, the share of an individual child has been indicated to be 6-10 sq. meters. Moreover, the

share of the classroom size for each child (when 40 children in a classroom is taken for a standard) is 1.55 sq. meters because the total area for the classroom is 63 sq. meters (Ibid).

Hence, one can easily realize that the Ethiopian preschool space, as stated in the guide, is considerably small to under-take an in-and out-door activities, maintain a good working spirit on the part of the teachers or to create a loving interest in the children, even if the guide is materialized uniformly through out the country.

Although, there is no ideal size agreement as regards preschool space, Decker and Decker (p. 266) witnessed that most licensing regulations demand up to 75 sq.ft (6.9 meters) per child, while Hildebrand (p. 87) argues it to be 75-200 sq. ft (6.9-18.6 sq. meters) per child. In all cases, however, Oats (1972), as cited in Decker and Decker, holds that space affects the quality of learning because when spatial quality is low, children are less likely to be involved and interested in the activities. The author further contends that teachers are also more likely neutral and insensitive to create a good chid-teacher or child-to-child interaction or provide useful rules of social living in a crowded preschool.

Furthermore, Prescott et al. (1967: 30) also proved that maximum crowding of yards is related to low preschool programme quality while high quality of space is associated with sensitive and friendly teachers who are more interested to engage their children in creative and participatory activities. As a result, the authors call for a preschool environment, plant, space, equipment and facilities to be adaptable to the programme desired so as to make activities appreciated by preschool children and teachers. On the whole, preschools can only be attractive when their manpower, space, equipment and facilities and their general environment and plant are well organized to meet the needs of young children who are to be cared and educated there. They only become pleasing and friendly when what are required are available for all the enrolled (Cannon, p. 9).

2.3.2.2 Equipment and Facilities For Preschools

Equipment and Facilities for preschools refer to all materials that are expected to promote the child's physical, intellectual, social and emotional development (Foster and Headley, p. 81; Alan and Cohen, p. 230). The equipment and facilities are used during children's play, art and construction work, socio-dramatic activities and in related educative occasions. Thus, they are considered to be important media for children's learning.

Although many may prefer a superior teacher in a poorly equipped classroom to an inferior teacher in an elaborately equipped classroom, selection and organization of equipment and facilities also deserves the most careful consideration. Hence, not only the number and variety of equipment and facilities that matters but according to Hildebrand, Decker and Decker, play materials as well as furniture have to be selected to meet the needs of a preschool-age child in their size, too.

The above authors further emphasize that furniture must be of a proper height and proportions, durable and light weight to safely carry them about the room. To this effect, it's suggested that the weight of the child's chair be 8-10 pounds,(4-5 kgs). Moreover, Foster and Headley (p. 108) and Decker and Decker (p. 283) argue that for most groups of five to six year olds, the chairs will have to have the height of 11 and 12 inches (27.94 and 30.48 centimeters). Similarly, the authors recommend the shape and the size of tables to be semi-circular (to enhance one-to-one conversation and also to face the teacher easily) or square but its width must be 30 x 30 inches (76 x 76cm). In otherwords, the width of the tables has to be 5806 cm^2 or 58.6m^2.

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It must be understood well that a preschool child is usually characterized by his/her need to be physically active, as prolonged inactivity is seriously painful to young

children. As a result, Heffernan and Todd (p. 54) and Widmer (1970: 106) advise that the in-door and out-door activities must be able to provide opportunities for the young child to observe, explore, construct and experiment. Furthermore, Widmer emphasizes that as a preschool child "studies" while exploring the room, asking questions, hearing stories and discovering new words when tooled up with desirable equipment and facilities, the latter must be given due priority in advance while establishing a preschool programme.

Rudolph and Cohen (p. 23) also argue the the use of various equipment and facilities has the value of emotional release and personality development in young children. Furthermore, the activities provide the children with a feeling of strength and security, sense of excitement, and risk which they can learn to enjoy with safety. On the other side of the scale, however, if there is a shortage of equipment and facilities, children are put into a position of directing their energy against each other, and toward climbing on gates and fences, which may result in un called-for physical injuries (Hildebrand, p. 89).

On the otherhand, Wills and Stegeman (1953:42), recommend that it's wise to select equipment and facilities that lend themselves both to cooperative and individual activities, as materials for one group may not meet the needs of other groups in view of children's ages, interest and durability as well.

In general, it's believed that equipment and facilities selected for the preschool child should be suited to the child's development, number, and the objectives of the preschool programme.

Decker and Decker (p. 246) also hold that the general housing of preschool programme must fit to the developmental needs of children, as a result of which appropriate size of doors, windows and comfortable floors of the room are essential for the effectiveness of the programme. In this regard, Foster and Headley (p. 67) advise that while floors are to be kept clean, windows have to also be made low enough in order that children can easily see outside as they go about their work and play. As a result, the authors recommend window's of a shatter proof glass which extends to the floors, for it can be rolled back to provide an open side to the room, especially during hot days.

Furthermore, the room must not only have a toilet and washroom of its own, but there must also be a ventilation by which the teacher can control the temperature of the room, keep fresh air and also guard children against direct drafts in the colder seasons.

2.3.3 Financing Preschool Programmes

It's sometimes commented that preschool programmes are expensive in that the social benefits quantified in economic terms are always difficult to calculate mainly because the benefits cannot be measured until the young children reach adulthood (Decker and Decker, pp. 313-316). However, the authors hold that the fact that preschool educational programme is cost-beneficial when monetarily calculated benefits exceed the monetarily calculated costs is far-reaching.

On the otherhand, it's known that funds for preschool programme come from various sources. For instance, McCarthy and Houston (p.191) observed that sources of preschool funds are the government, the parents, and multiple funding, where variety of fund aids come from different bodies in order to make parents free, because of poverty, unemployment, etc. Furthermore, there is also an instance in which funds may be shared among significant bodies. To this end, Austin (1976: 286) for example, found out that in the Federal Republic of Germany, the three most prominent bodies sharing preschool funds are the federal government, the lander, and local communities of which the largest share (61-63%) goes to the lander while the share of the local communities is 30.4% and

the government covers the rest. Similarly, Decker and Decker (p. 316) found that the local, the state, the federal, and foundations share preschool funds in America. But the share for each body varies from time to time.

Austin (p. 194) also viewed that in France all expenditures to the preschool programme are covered by the central government. In China, too, the government finances the entire preschool programme operation. Moreover, according to the author, in most developed countries of Western Europe, parental contribution is limited to paying the wages of the care takers or the food services provided for children, while most expenditures are covered by central governments.

On the otherhand, it seems that in the developing countries, funds for preschool programmes does not explicitly indicate the responsibility of a given party. As a result, there is a lack of financial power and appropriately specified budget allocation. For example, according to the International Centre for Children (ICC), in most developing countries, the cost for kindergartens' programme often favours a minority of children that obviously belong to the most privileged classes, excluding the urban and rural poor children (ICC, 1982: 104).

Furthermore, it has been found that the hesitation of the Third World countries towards the expansion of preschool programmes is largely due, mainly, to the formidable burden of expense already incurred in the formal education and the high estimated cost of launching the preschool programme (UNICEF, 1972: 9). As a result, the agency witnessed that no Third World Government is capable of achieving complete coverage of its child population, particularly, its preschool-age population, using the conventional linear educational expansion.

Both UNESCO and the ICC have confirmed that as Third World Governments are unable to finance the provision of preschool programmes, privately-operating pre-schools that often charge high fees are common. Such privately-operating pre-schools, however, exclude many children from attending the programme. To this effect, the ICC cited Benin as a typical example where most kindergartens serve few urban children whose parents can afford the fees instead of addressing the children of the poor whose need is the greatest.

In Ethiopia, funds for pre-schools is so varied as they are sponsored by various bodies - government, popular organizations, private, etc. (CYFWO, 1990: 3). Hence, in one of the studies made to know the source of the funds in 130 kindergartens in the regions, it was found out that 38% of the

kindergartens obtain their funds from parents' fees, 34% from various agencies (humanitarian, donor, etc.) and 16% of them from popular organizations, while the rest, from the government and the churches (NCC, National Seminar Report, 1982:11). Similarly, in the study made in Addis Abeba, 67% of kindergartens' funds were found to be from the beneficiaries-parents' fees (Ibid).

Thus, it can be seen that the major source for preschool funds is the income that mostly depends on children's or parents' fees which also implies that there is little or no systematic budget allocation and control due to the irregular income of the institutions. Furthermore, despite the fact that most kindergartens are sponsored by the popular organizations, their role, in terms of funding the kindergartens, has been found very low (5%), while that of the government was 16% (NCC, p. 12).

The NCC report further made clear that while 48% of the kindergartens in the regions charge fees, 52% of them provide free attendance. On the otherhand, in Addis Abeba, the report proved that 78% of the kindergartens charge fees while only 21% provide free attendance. Thus, in both cases, it's easy to understand that preschool funds in Ethiopia comes from children's fees and the magnitude is much greater in Addis

Abeba. Furthermore, the fact that the chance for free attendance is so limited, particularly in Addis Abeba, more or less speaks that there is a greater probability that most kindergartens in the capital are serving children of the parents who can afford to pay the fees.

On the other hand, the National Policy Guide of 1982 (p. 44) states that while the sources for kindergartens' budget are the popular organizations, the budget must be categorized as recurrent and capital one. The Guide further states that since the kindergartens are one of the main development establishments of the popular organizations, the latter have to coordinate and also allocate the necessary budget by convincing parents to contribute money for children's dessert services according to their income, which will be decided by the kindergartens' executive committee. Nevertheless, there is no mention of making children of the poor free from the fees nor is there any detail of the fees to be made by parents in different income brackets.

2.4 Follow up and Assessment of Preschool Programmes

In order to amend or change a policy guide under operation, programmes have to be followed up and evaluated so that it's possible to find either conformity or inconsistencies with the desired goals. Hence, according to

Abeba. Furthermore, the fact that the chance for free attendance is so limited, particularly in Addis Abeba, more or less speaks that there is a greater probability that most kindergartens in the capital are serving children of the parents who can afford to pay the fees.

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Decker and Decker (p. 26), it's through continuous follow up and evaluation results that the body that formulated the policy guide can be provided with adequate written or verbal explanations and reasons to promote the execution of the programme.

Moreover, McCarthy and Houston (p. 187) observe that if there are continuous and reliable follow up and evaluation results, the licensing department will see to it that preschool institutions have to meet standards such as health service, safety, staff qualifications, building codes, teacher-child ratios, equipment and facilities for the programme. Furthermore, since a preschool programme has to operate on a planning model of cyclic nature, where the established goals are to be evaluated against the out-comes, evaluation plays a significant role to change or revise the goals (Katz et al., p. 183).

According to Hildebrand (p. 407), follow up and evaluation of preschool programmes also helps to provide parents with up-to-date information, heighten the interest of the tax payers and others who may question about the quality of the programme. Such evaluation reports also help to endorse public interest about the existing preschool programme so that it will be publicized and fully supported by every sector of the society, policy makers and funding agencies as well.

Katz et al. further support the above view in that parents, more than any one else, need the evaluation results of the preschool programmes for their young children. According to the authors, it's only with reliable evaluative information that parents are willing to send their precious little ones to school. Moreover, it's also believed that parents may not only be misled by fresh paints and subjective advertisements, but they will be in a good position to also checkup the type of child-care service that can meet the desired standards for caring and educating their children.

In addition, since there are rapid changes in the area of child-care and education and changes also demand some degree of excellence, follow up and evaluation of preschool programmes becomes an indispensable mechanism to monitor the programme and to eventually realize the desired goals (Decker and Decker, p.48). The authors also argue that follow up and evaluation of preschool programmes shouldn't be limited to the time when the child is in the preschool programme but has to go beyond an up to the mid-elementary level.

Decker and Decker also hold that as preschool programme alone many not result in desirable impact on the child's intellectual, physical, social and emotional development, follow up programmes must be proceeded by pertinent bodies at

various levels in order to preserve the good start, hope and opportunity of optimal development. This continuity also affects the attitude of the general public and the working parents in particular. To this effect, the authors call for a systematic follow up and evaluative research findings that may determine and also help rally the society and funding agencies round the programme.

In Ethiopia, follow up and evaluation of preschool programmes is not well-coordinated. In principle, while a programme is usually followed up, evaluated and appraised by the body which is closely in charge of the programme, this is not true in practical sense in Ethiopia. The reason is that there is no definite state sponsorship for the programme. To this effect, there are at least three state ministries, the Ministry of Labour and Social Affairs, Ministry of Education, and Ministry of Urban Development, that play marginal roles. Although the Ministry of Education trains teachers and provides some supervisory services, the results of the supervision and evaluation may not have a straight-way to influence the policy because of lack of one-state body to address the problems.

Moreover, according to the former National Children's Commission (1982:10), many kindergartens didn't have any supervisory service or follow up mechanisms. According to the report, the few supervisors who were to follow up and evaluate the programme were not effectively discharging their responsibilities because of two main reasons: the supervisors were not trained in preschool education and the supervision was done in addition to the supervisors' regular assignment in the formal school.

Furthermore, Tamiru (1987: 60) and Tesfaye (1988: 54) found out that follow up and evaluation of preschool programmes, which is limited to few aspects of the programme (plant, manpower, classroom instruction, etc.) has both low scope and low policy influence. According to the authors, there is no way or mechanism created to assess and evaluate the performance of children in formal schools who have had preschool experiences versus others who didn't have the chance. As a result, kindergartens cannot obtain feedbacks to improve their programme contents. Similarly, it may also be said that the current preschool programme follow up and evaluative mechanism is not comprehensive enough to come up with meaningful programme appraisal to either influence the policy guide in use or policy makers to revise or change the preschool programme for the future.

CHAPTER THREE

3. Presentation and Interpretation of Data

This chapter treats the presentation and interpretation of the data collected through three types of instruments: questionnaires, observation checklists, and the interviews. However, the first part of this chapter deals with the questionnaires that were designed for the kindergarten teachers and their principals. To this end, out of ninety-nine teachers, 84.8% of them responded to part one of the questionnaires, while 70.8% principals (out of twenty-four) responded to the part two questionnaires. Furthermore, the responses of each group are presented using tables which are followed by relevant discussions.

3.1 Bio-data of the respondents

Table 2

3.1.1 Age of Teacher Respondents

Age	Frequency	%
15 - 19	2	2
20 - 24	17	20
25 - 29	35	42
30 - 34	17	20
35 - 39	13	16
Total	84	100

In an attempt to know the age of kindergarten teachers that were included in the study, an item was devoted to it in which the age range has been found to be from nineteen to thirty-nine years. Furthermore, as can be seen from table two, the modal ages are those which lie between twenty-five to twenty-nine (42%). In general, all the teacher respondents are above 19 years old.

On the otherhand, the ages of the principal range from twenty-six to fifty-four years, while most ages lie between twenty-five to thirty years (35%) and between thirty-seven to forty-two (29%) respectively.

Table 3

3.1.2 Age of Principal Respondents

Age	Frequency	%
25 - 30	6	35
31 - 36	3	18
37 - 42	5	29
42 - 48	2	12
49 - 54	1	6
Total	17	100

Although, it may be difficult to exactly know the impact of the age of the respondents on the programme understudy, the fact that most teachers are in more or less active working-age is regarded as advantageous to the kindergarten children who always like to see active adults. According to the policy guide of Children, Youth, and Family Welfare Organization, Children are expected to easily adjust themselves to the kindergarten environment when they can react with active adults who identify themselves with children's physical needs. Furthermore, the guide holds that children express their emotions and easily carry out their activities when they find active teachers and other care-takers (CYFWO, P. 19).

Table 4

3.1.3 Teacher Respondents' Educational Status

LEVEL OF EDUCATION	FREQUENCY	%
9 - 10 + 3	3	4
11 - 12 + 1	64	76
12 - 12 + 4	17	20
Total	84	100

Table 5

3.1.4 Principals' Educational Status

LEVEL OF EDUCATION	FREQUENCY	%
10 - 11	1	6
12 - 12 + 1	9	53
12+2 - 12+4	7	41
Total	17	100

As regards the educational status of teacher respondents, most teachers (76%) have qualifications from twelfth-grade up to twelve plus one, while 20% of them have qualifications that range from diploma to first-degree level. Those that have not directly completed their twelve years of education are only 4%. On the otherhand, 53% of the principals have completed their twelve years of education with a first-year college study, while 41% of them have a qualification from a diploma to first-degree level.

As to the sex type of the respondents, eighty-three (98.8%) of the kindergarten teachers have been found to be females, while only 1.2% is male. Similarly, the disparity of sex is more or less maintained in the principals' sex type that 76% are still females while the rest (24%) are males.

Likewise, a UNESCO'S International Report of 1976 (p.47) had proved that in 999 cases out of a thousand, preschool teachers were found to be women. Moreover, according to a documentary information obtained from the Ethiopian Preschool Teachers' Training Institute, out of the 2635 regular trainees (from 1979 to mid-January 1994), 2580 (97.9%) were women, while only fifty-five (2.1%) were men. In addition, out of 737 in-service course participants, there were three (0.4%) men while the rest (99.6%) were women.

Thus, it clearly shows, nationally as well as internation-ally, that the preschool education sector has become the province of women alone. On the otherhand, Decker and Decker (p. 208) have emphasized that the more men begin to be recruited for the preschool education staff position, the more it's desirable to balance the home environment, where both sexes are common. Such a notion must also be addressed to our country's male population for the main reason that child-rearning and training shouldn't be looked as the sole responsibility of women; men should also equally share the cause.

3.2 Data Obtained Through Questionnaires

3.2.1 The Need for Training Teachers

As the success of any educational programme depends on the quality of its teachers, the training of a preschool teacher is one of the major preconditions if he/she is to become resourceful and friendly with the children he/she is in charge (Lissa, 1949:159). Consequently, one of the first criteria of the office of Children, Youth, and Family Welfare Organization (CYFWO), is that a kindergarten teacher should be graduated from a recognized preschool teachers' training institute (CYFWO, p. 18). To this effect, the table below shows whether teacher respondents have had training or not.

Table 6

3.2.2 Training For Kindergarten Education

RESPONSES	RESPONDENTS	
	No	%
YES	73	87
NO	11	13
Total:-	84	100

As can be seen from table six, seventy-three (87%) of the respondents confirmed that they have had training for the kindergarten education programme. While this is a great majority and is also a complacency for anyone who thinks of

the education of the kindergarten-age child, the fact that 13% of the respondents do not have the training cannot simply be ignored. The major reason is that a teacher who lacks basic knowledge and skill about child development and his/her needs will not be in a better position to provide the child with desirable physical, intellectual, social and emotional needs (UNESCO, 1982:9).

Furthermore, as the majority of the respondents' educational status is limited mainly at the grade-twelve level (see table 4), such a general knowledge alone cannot serve the purpose of child education without satisfactory training. Moreover, according to Abebech and Alemtsehai (1972), lack of training makes both teachers and child-care workers unable to understand the varied needs of children, for the personnel will not be ready enough to provide children with necessary love, care, and guidance.

Respondents were also asked whether they had completed their general secondary education before they joined the training. As can be seen from the following table, fifty-one (61%) of the respondents admitted that they had completed their general secondary education before the training, while twenty-one (25%) completed after the training. However, twelve (14%) didn't make their positions clear.

Table 7

3.2.3 Completion of the General Secondary Education Before the Training

RESPONSES	RESPONDENTS	
	No	%
YES	51	61
NO	21	25
NO RESPONSE	13	14
TOTAL:-	84	100

Most of the respondents (61%) have confirmed that they have completed their general secondary education before they joined the training. Although those who didn't complete their general secondary education then (25%) have completed it now, it might have helped the respondents under question to successfully follow their training courses. To this end, the criteria must have been that candidates be grade-twelve and above.

It must be noted that at present, the preschool teachers' training institute has made it clear that the candidate who wants to join the training institute has to fulfil the following five major criteria. Thus, a candidate's age has to be from eighteen to twenty-five years; complete twelfth-grade; know the local culture; have full health; and produce a letter of sponsorship for employment (Zenebech, 1985:23).

Table 8

3.2.4 Respondents' Training Period

RESPONSES	RESPONDENTS	
Three Months	66	79
More Than Three Months	19	12
Less Than Three Months	-	-
No Response	8	9
Total:-	84	100

Respondents were asked to indicate the number of months they were trained. As table eight shows, most training-term is three months (79%). It's only 12% of the respondents that have a training period above three months. As the present training-term has been going on since 1979 for three months alone, those who have above three months' training must logically be the graduates of the former Debrezeit Preschool Teachers' Training Institute (as indicated earlier in the review part of this work), which had a six-month training programme.

On the otherhand, as indicated in the literature review, Ethiopia's preschool teachers' training period has been found very short. Such a short training period cannot enable

teachers to facilitate a proper learning condition for children nor are teachers professionally skillful enough to implement the curriculum designed for this level of education. Moreover, Tirussew (1979), Bizunesh (1983), Abebe (1985), and Dereje (1992) have also expressed their fear that the three-month training period in operation is not sufficient to provide teachers with profound knowledge about the child to be cared for and educated.

Table 9

3.2.5 Adequacy of Training

RESPONSES	RESPONDENTS	
	NO	%
Yes	46	55
No	29	35
No Response	9	10
Total:-	84	100

Table 10

3.2.6 In-Service and Orientation Course Attendance

RESPONSES	RESPONDENTS	
	NO	%
Yes	35	42
No	39	46
No Response	10	12
Total-	84	100

In table nine, the majority of respondents (55%) have confirmed that the training they had can enable them to successfully discharge the duty and responsibility entrusted to them. However, 35% of the respondents were not contented with the adequacy of the training they had, while 10% didn't like to disclose their opinions. Teacher respondents who indicated that the training they had is insufficient have put convincing reasons that the period was too short. Furthermore, the respondents witnessed that the training was too short to effectively cover the courses offered and equip the teacher with desirable knowledge and skill. Moreover, the same respondents have also indicated that due to the relative vastness of the courses, as opposed to the short training period, the teachers couldn't have enough time for practical activities.

The above reason given by the respondents with regard to the shortness of training period is not wihout valid reason. While conducting an interview with the head of the preschool Teachers' Training Institute, the researcher had also discovered that there was a considerable time constraint during the training period. That is, out of the fourteen days allocated for practical work and observation in kindergartens, only two days were assigned for observations. This implies that the would-be teachers couldn't have enough time to establish a good rapport with the children they were to teach and take care of.

Respondents also witnessed that teachers couldn't have enough time to identify themselves easily with the people they were going to work with and the materials and facilities they were going to use during the internship. The aforementioned group of respondents further complained that because of the time constraint they faced during the training period, they didn't have enough time to acquire and develop skills to produce various learning media that are essential for the programme.

In general, respondents expressed that they had a very hectic training period. In such a short period, it may also be difficult to acquire in-depth theoretical and practical knowledge that would enable them discharge their duty peoperly.

On the otherhand, under table ten, to the question whether teachers frequently attend in-service and orientation courses, 46% of the respondents gave a negative answer, while 42% indicated that they had attended. However, those who didn't get a chance to both courses and those who didn't respond to the question must not be ignored. Since it's evident that new trends and approaches always emerge in any field of work, in-service and orientation courses are expected to equip teachers with newer and better teaching procedures that would help them carryout their teaching responsibilities effectively.

Furthermore, in-service and orientation courses are used as remedial measures for bridging the gap created due to the short training period, particularly in our case. On the other hand, respondents who didn't get a chance to take part in up-grading courses have cited a number of reasons. The most plausible reason given is that there is a low in-take to the training institute in each round.

As a result, teachers are forced to wait until the quota is given to their kindergarten by the zone and wereda education offices. Moreover, after the quota is assigned to the individual kindergarten, the screening criterion is also effected according to the teachers' service year.

Thus, it can be said that the main reason why teachers don't frequently take part in the in-service and related refresher courses is due to the low in-take capacity of the only one existing training institute in the capital. On the otherhand, it must be noted that the existing preschool teachers' training institute began its operation since 1979, at a temporary premises (Yekatit 12 Secondary School) with its limited manpower.

Furthermore, the institute operates on a three-round regular training each year with its maximum in-take of sixty to sixty-seven candidates in each training round. This in-

take capacity is also true with the in-service participants' number, which is once a year, except that the duration is forty-five days (MOE, 1984:4).

However, one must note that the training institute in operation is not sufficiently providing the required trained manpower for the programme. For example, in the CYFWO'S Activity Report made in 1984, it was reported that the annual out-put of the institute is inadequate (only 200 teachers a year). As a result, it has become difficult to meet the manpower needs of the country in the area of preschool programme (CYFWO, 1984, PP. 6-7).

In the aforementioned report, it was further suggested that the CYFWO would establish another national training institute for the programme. However, the plan has not been realized as yet.

Table 11

3.2.7 Courses Taken by Respondents

COURSES	RESPONDENTS		NON-RESPONDENTS		TOTAL	
	NO	%	NO	%	NO	%
Psychology and child Dev't	60	71	24	29	84	100
Pedagogics (teaching art)	61	73	23	27	84	100
Theory of Education	22	26	62	74	84	100
Basic Mathematical concept	50	60	34	40	84	100
Environmental Science	60	71	24	29	84	100
Health and Hygiene	45	54	39	46	84	100
Music and Body Movement	55	65	29	35	84	100
Drawing and Handicraft	53	63	31	37	84	100
Curriculum Development	17	20	67	80	84	100
Parents' Education	20	24	64	76	84	100
Children's Language	70	83	14	17	84	100
Children's Play	75	89	9	11	84	100

Table eleven shows that the courses taken by respondents are more or less those which UNESCO (1976) as well as most developed countries (e.g. Germany, France, England, etc.) consider as the kernel of preschool teachers' training. Furthermore, except the two courses which are not given as

independent courses (Theory of Education and Curriculum Development), most of them are being offered in our preschool teachers's training institute. Although Parents' Education is incorporated into the course, "Preschool Management and Control", that's being offered now, respondents couldn't exactly recall and be able to properly respond to it as an alternative.

Hence, despite the fact that the training period is too short, the courses being offered to the trainees are satisfactory and are more or less up to the standard. In other words, the courses given are, by and large, similar to the subjects that UNESCO (1991: 49) found to have been offered in most of the eighty-eight member states included it its studies.

As regards the courses that were more frequently offered during the training, most respondents coudn't recall for it's a long time since they had the training. Consequently, it could not be documented in a table. However, the very few who had responded to the question ranked psychology and child development, pedagogics, children's language, children's play, music and handicraft in the order of importance: one to five. On the otherhand, parents' education, curriculum development, and theory of education were ranked low in descending order (tenth, eleventh, and twelfth) respectively.

The researcher has also discovered that the highest weekly period allotment is given to psychology course (six periods). Furthermore, courses such as pedagogics, environmental science, maths, language, etc. were ranked second as each one of them has five periods a week, while preschool management and control, which also includes parents' education, has the least weekly load of one period.

Furthermore, according to the head of the institute, the training activity is divided into three components (theoretical, practical, and observation). Nevertheless, the same person noted that almost 95% of the training time was used for the theoretical aspect, while the rest is allotted to practice and observation activities.

The main reason given for the above there training components was that since there is a short training period, according to most of the staff of the institute, the trainees can develop their practical knowledge on the actual work experience, provided that they have a good theoretical knowledge. However, the imbalance between the three components of training mentioned above may not be considered as serious. The reason is that according to a UNESCO'S International Report of 1991 (p. 52), most countries also

prefer the training component sequence of theoretical teaching (95.1% respondents), observation or visit (93.1% respondents), and teaching experience (90.2% respondents), as indicated in the review part.

Table 12

3.2.8 Availability of Manpower Needed in the Classroom and the State of Class-size

ITEMS	RESPONDENTS				TOTAL	
	YES		NO			
	NO	%	NO	%	NO	%
Teacher-Aide	34	40	50	60	84	100
Voluntary Parents	26	31	58	69	84	100
Class-Size Manage- able to Serve Children	58	69	26	31	84	100

In table twelve of column one, there are not teacher-aides in most of the classrooms. This has been confirmed by 60% of the respondents. Only 40% of the respondents indicated that there are teacher-aides in their classrooms. On the otherhand, the researcher only found thirty-six teacher-aides during the observation he made in the twenty-four kindergartens. Thus, with the ninety-five kindergarten

sections registered in the study, the teacher-aides only cover 38% of the total requirement. Furthermore, when compared against the ninety-five sections, the ratio will almost become one to three. In other words, it means that for every three sections, there is one teacher-aide alone to provide service (see under the appendix for equipment and facilities), see table 11).

A similar situation has been witnessed in Agazian kindergarten, where one teacher-aide is serving for two sections whose class-size are above eighty children. Hence, the person under question is forced to serve in both sections on the shift basis. In such situations, the main problem is not only with the fact that one teacher is forced to handle more than eighty children in a classroom alone, when the teacher-aide is serving in another classroom, but also when the latter is completely absent for days or weeks due to various personal inconveniences.

Moreover, as indicated in table twelve, the participation of volunteer parents in facilitating classroom activities has been found very low (31%). To this end, 69% of the respondents attested that parents are not participating in any of the activities that help minimize the high teacher-child ratio for the teacher so that the latter can have better chance to look after the children according to their needs and

interests. Nevertheless, the fact that 31% of the respondents agreed that volunteer parents are making contributions to facilitate the teacher's classroom activities must be encouraged, particularly, in view of the present teacher-child ratios which are high and unmanageable for a classroom teacher alone. Moreover, the participation of these volunteers shouldn't also be limited to simple tasks or marginal responsibilities (e.g. fund raising, etc), but must be developed to handle more responsibilities if the education of the child is to bear fruit.

Similarly, as table twelve indicates, respondents were asked if they can properly manage their classrooms and also help their children according to their needs and interests. Thus,69% of them have replied that they can manage and help their children according to their needs and interests. On the otherhand, 31% admitted that they cannot practically do. The reasons given include the fact that there are more children than the stated classroom capacity set by the CYFWO (forty children in a classroom) having varied needs and readiness. Hence, this group of respondents hold the view that it's difficult for them to provide quality care and education for these children who have varied needs and interest in the absence of a teacher-aide or any other paraprofessional person in the classroom.

In general, it seems practically difficult to assume that one teacher alone in a classroom of many and varied need-manifesting children can provide desirable care and education. This is mostly impossible where the teacher-child ratio of some kindergartens is unbearable. In this regard, Kebele twelve (1:99), kebele zero four and Beherawi (1:85), and Agazinan (1:80) Kindergartens are typical examples, where the number of existing teachers is much far behind the number of children (see appendix 11).

Such high ratios are nothing but are the implications of the lack of implementation of the policy guide which recommends forty children for a classroom with one teacher and the teacher-aide (CYFWO, p. 11). It must also be noted that even the CYFWO's policy of forty children in a classroom is debatable when seen in view of the time and guidance to be devoted for each child which would be a highly taxing job for a single teacher (Hildebrand 1980:22).

Furthermore, as well indicated in the review of literature, the child cannot get the necessary love and have emotional freedom in such crowded classrooms, where every individual need and interest is engineered by the teacher to group interest.

Table 13

3.2.9 Suitability of Kindergarten's Environment

RESPONSES	RESPONDENTS	
	NO	%
High	46	54.8
Medium	27	32.1
Low	2	2.4
Unsuitable	9	10.7
Total-	84	100

Table 14

3.2.10 Teachers' Participatory Role in Choosing the Site During Construction

RESPONSES	RESPONDENTS	
	NO	%
High	11	13.1
Medium	6	7.1
Low	2	2.4
No Role	65	77.4
Total:-	84	100

Table thirteen shows reaction to the over-all suitability of kindergartens. As can be seen, the majority (54.8%) of the respondents agreed that the present site of their kindergartens are suitable for maintaining children's good

Furthermore, some kebele kindergartens (e.g. 04 and Andnet, etc) which have been established in the donated old buildings, have no sufficient open space on which the out-door facilities can be planted. As a result, most play equipment is taken to a corner side and left there without use. Tigil-Lenesanet is a good example for this specific instance. Consequently, children only see and know the equipment by name for they don't use them.

The reasarcher has also observed that most of the above mentioned problems are also true with the public kindergartens. Thus, the observation result and the response of the first group of respondents don't correspond to each other. Hence, it calls for further investigation.

As regards teachers' participatory role in selecting the site during the construction of the kindergartens' plant, most respondents have indicated that they didn't play any significant role (77.4%). It's only, 7-13% that have disclosed that they had a part in the selection of the site and the construction of the plants (Table 14).

Therefore, two major points can be identified with regard to the absence of teachers' participations during the selection of the site as well as the construction of the plant. First, most of the physical plants now used by the kindergartens were not built for the purpose under question.

Second, there also seems to be no such traditions of consulting pertinent people whom the site and the building are planned to serve. As a result, programmes are sometimes made to fit into the nature of the buildings (e.g. like some of the studied kindergartens), which would have been the reverse.

Table 15

3.2.11. The State of Children's Security in the Kindergarten

RESPONSES	RESPONDENTS	
	NO	%
High	53	63
Medium	21	25
Low	7	8
Not Secured	-	-
No Responses	3	4
Total:-	84	100

From table fifteen, one can see that a good majority (63%) of the respondents have confirmed that there is a secured kindergarten environment. Moreover, about 33% have identified the state of security in their kindergartens as average and low. However, the agreement of the first group of respondents has to be put under scrutiny, in that despite the fact that it may be true for few kebele and private kindergartens, which have a relatively wider compound fenced, there seems no plausible ground for the argument to be true for most kindergartens.

In other words, most of the studied kindergartens are not well secured to avoid teachers' as well as parents' hesitations or uncertainty about the security of the child throughout the day. Specifically, public kindergartens which have limited and secluded out-door spaces amidst nearly three-thousand elementary and junior secondary students (e.g. Agazian, Beherawi, etc) cannot claim the security of their children. Moreover, those kindergartens which are on the first line of the grand high-ways being crowded by all sorts or traffic (e.g. Yehisan-Alem, Andnet, etc) could also have been taken into accounts.

Moreover, necessary safety precaution devices and health facilities, that may minimize probable accidents are lacking. As a result, it may be difficult to assume that children are secured from various accidents that jeopardize the likely state of safety and security. Consequently, neither the teachers nor children's parents are free from the fear and uncertainty of their children's well being throughout the day. It's also very difficult to assume a secured kindergarten environment when the present teacher-child ratio is unmanageable in most kindergartens. As a result, the teacher cannot lead children to safety in case of unforeseen accidents.

Table 16

3.2.12 Whether Kindergarten Principals were Trained or Not

RESPONSES	RESPONDENTS	
	NO	%
Yes	10	59
No	7	41
Total:-	17	100

Tabel sixtteen shows that of the total principal (seventeen), most of them (59%) have had a kindergarten educational training. On the otherhand, 41% of the respondents didn't have any training that is related to the programme understudy. Despite the fact that the CYFWO'S policy guide for kindergarten's principal puts forward training as the first criterion (p.18), the untrained principals indicated in the table cannot be ignored if we admit that preschool training is the basis for better child caring and education. Asked as to how they secured the principal-ship position (without training), four of the respondents have been found to be the owners of the kindergartens, while three of them have been either represented by the entrepreneurs or by government education departments in their respective zones.

Nevertheless, it must be underscored that the preschool programme can bear fruit when its staff have desirable professional trainings, of which that of the principal is of critical importance as he/she plays a decisive role both in the educative and administrative positions.

Table 17

3.2.13. Source of Finance

RESPONSES	RESPONDENTS (PRINCIPALS)	
	NO	%
UDAs (Kebele)	-	-
Government	-	-
Welfare Organization	-	-
Parents	17	100
Total:-	17	100

All respondents (100%) have confirmed that the financial responsibility of the kindergartens falls on the shoulders of children's parents. It also implies that none of the above three agencies (UDAs, Government, and Welfare Organizations) do have financial in-puts in the kindergartens.

It's in the government kindergartens alone that financial subsidies are made for the regular employees' monthly salary. For contract workers and related miscellaneous expenditures,

it was learned that the kindergarten themselves have to design their own means of income-generating opportunities. Nevertheless, the means cannot be outside of the child's monthly fees for it's a near-at-hand solution.

Similarly, in the situation analysis of children and women made in Ethiopia, UNICEF's report has indicated that the financing of most preschool is largely dependent on the incomes of parents and the community. As a result, the report showed that fluctuations of incomes have caused the lack of secure sources of income for the programme. Furthermore, UNESCO (1976:16) commented that preschool education centres, perhaps, would have not existed had it not been for the initiative of parents and the community in the developing countries.

Thus, parents and the community are looked upon as essential partners by all bodies in the attempt of meeting the needs and rights of children (Ibid). On the otherhand, the researcher has made clear that in the government kindergarten itself, monthly fees range from two Birr (Fit-Ber) to twenty Birr (Hamle 19), usually meant for children's dessert service and related expenditures.

Table 18

3.2.14. Amount of Monthly Fees

RESPONSES	RESPONDENTS (PRINCIPALS)	
	NO	%
Birr 5 - 10	3	18
Birr 10 - 20	5	29
Birr 20 - 40	3	18
Birr 50 - 70	6	35
Total	17	100

An attempt was made to know the amount of fees charged each month, by the kindergartens understudy. As table eighteen hows, the most prevalent monthly fees paid lie between Birr fifty to seventy (35%). Furthermore, 29% of the respondents indicated that the monthly paid fees are between ten to twenty. On the otherhand, only 18% of the respondents know the relatively lower paid fee of Birr five to ten. This last response shouldn't be ignored because there are many parents who even cannot afford to pay it per month. Further, it would be much more difficult for the same parents who have two or more children.

Table 19

3.2.15. State (type) of Monthly Fees and Allowing Free Attendance

ITEMS	RESPONSES (PRINCIPALS)				TOTAL	
	NO	%	NO	%	NO	%
Same Fee For All Children?	11	65	6	35	17	100
Free Attendance?	8	47	9	53	17	100

Respondents were asked whether the monthly fees charged are the same or different. Of all the respondents, 65% indicated that the fee are one and the same, while only 35% of them indicated that there is a difference in the payment of fees.

On the otherhand, according to the information gathered from the principals, the actual fee difference is not related to the income of the child's family, but it's rather based on the age as well as the type of attendance. As regards the payment of fees connected with the age of children, the principals explained that younger children pay more than their relatively older counterparts. The main reason is that younger children need more care that implies more manpower and also more cleaning facilities as opposed to the older ones who need less attention and guidance.

Furthermore, in some kindergartens, children who attend the half-day programme pay less monthly fees than those who attend full-day programme. For example, in Yehisan-Alem Kindergarten, children between three and a half to four years who attend a half-day programme pay Birr eighteen per month, while those who are from four years to six having a full-day programme pay Birr thirty each month.

Thus, the so-called "fee difference" in some kindergartens is not essentially different in the strict sense, but it's rather a fee paying adjustment with reference to the age level and the type of the programme on the service offered. Furthermore, the fee difference that is based on the age level is also a matter of plus or minus Birr five in most centres. In short, there is no any sort of fee payment consideration which is based on the parents' income bracket. This generally implies that fee payments are not only in favour of most parents' with low economic status, but they also vary from one kindergarten to another. Such fee payment variabilities (usually depending on the unilateral consent of sponsors), have also been witnessed by many survey studies of which the 1993's CYFWO survey study of 118 kindergartens in the capital was one.

Conversely, the researcher has also found during his observations, that in one kindergarten (Fit-Ber) the monthly payment fee (Birr two to five) is made with special consideration based on the parents' monthly income. As a result, parents whose monthly income is below Birr 100 are exempted from the fee, while the payment of Birr two to five progressively increases by Birr one, starting from 100 to 300. In other words, a parent with a family income of Birr 100 and above to 150 is required to pay Birr two, while with an income of 151 to 200 pays Birr three. This process continues up to the last fee, Birr five. According to the information, those parents whose family income can place them above Birr five can contribute keeping the ratio of increase. As to the information of children's parent income, one has to produce a confirmation letter from the kebele offices where he/she is living.

Indeed, if such a consideration has been made in all of the kindergartens, it might have increased the opportunity of many poor children to get an easy access to every kindergarten in their neighbourhood. The measure will also minimize the likely tiresome daily double-way trip for parents who cannot afford to pay for the children's transport.

In a similar development, as shown in table nineteen, free attendance has been found to be 47%. It implies that the majority of kindergartens (53%) don't allow free attendance. Asked to explain the underlying reasons, some principals of private kindergartens held that so long as it's a private undertaking, the question for the free attendance was found "new" to them. Others who seemed sympathetic, at least in words, gave excuses that their organization is at its "infancy" and that they will do it when it's in "full-swing".

The kebele kindergarten principals, on the otherhand, explain the reason for not allowing free attendance, in many ways. One major reason is that since the City Council has stopped the financial subsidy it used to provide (since three years), the question for free attendance could not be entertained, for kebele kindergartens are now self-rehabilitating. According to the principals, some are on the verge of destabilization due to lack of income.

In this regard, the researcher has witnessed the case in which two kindergarten teachers were dismissed from one kindergarten (Kebele 04 of zone two). As a result, the principal was left alone with eighty-three children, serving both as a teacher and a principal.

There are, however, few kebele kindergartens which still keep the former kebele regulation of accepting free attendance, as many as ten needy children every year, without any fee-related preconditions. To this effect, Fit-Ber (seven children), kebele 04 (six children), and Lideta Development centre (nine children) are exemplary ones which allow free attendance, despite the aforementioned critical problems they have.

In all the public and government kindergartens, free attendance is only possible for children of the staff, a regulation that endorses the recent policy guide of the Ministry of Education. Thus, it could generally be said that in the studied kindergartens, free attendance is either so limited or non-existent when compared to so many children who need such considerations. It also follows that in the studied kindergartens, by and large, it's only those who can afford to pay the fees that can have the access to the preschool programme.

Ayalew (1978: 76) witnessed that as fees were very high, kindergartens were inaccessible to the sons and daughters of the working class of the country. As a result, he observed that no special provisions were made (such as payment based on the income bracket as well as complete exemption for the poor parents' children) nor was there any plan to particularly meet the needs of working mothers.

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Furthermore, according to UNESCO (p. 35), one of the sources of dissatisfaction with preschool programme is that children being served in the programme are usually from those who are more privileged social and cultural classes. As a result, the advantages are not equally available to all preschool-age children. Thus, the agency recommends that if preschool education is to meet the needs of the majority and the working mothers, the cost should be reduced (Ibid).

Table 20

3.2.16. Kindergarten's Regular Budget

RESPONSES	RESPONDENTS (PRINCIPALS)	
	NO	%
Yes	12	71
No	5	29
Total:-	17	100

As can be seen from table twenty, 71% of the respondents indicated that their kindergartens allocated regular budget for the programme. While this seems an encouraging trend, the finding, on the otherhand, doesn't conform to prior studies made by many individuals and the office of Children, Youth,

and Family Welfare Organization itself. For example, in 1993 (p.66), the aforementioned office had witnessed that there was no regular budget in 118 kindergartens to properly run their programme.

Furthermore, the same office found earlier in 1990 (p.24) in the eleven private kindergartens in the capital that as there was not systematic income and expenditure accounting procedure, the study report was unable to include it as a document. Furthermore, it was noted that there was no precise yearly income, expenditure, and an actual profit. Similarly, Abebe (1985), Tesfaye (1988), and Dereje (1992), had also disclosed that there was no specified budget system being used in most of studied kindergartens in Addis Abeba.

Moreover, in an annual achievement assessment of the report of the Ministry of Education, the absence of a regular budget in the kindergartens had been found as one of the most problems for the closure of about 162 (16%) kindergartens throughout the country. According to the report, this was during the 1991-92 when, it was reported, there were civil war and instability problems in the country (MOE, 1984 E.C). Therefore, the response indicated in table twenty needs further investigation and verifications in order to come to an agreement with regard to regular budget operation in the kindergartens under study.

However, those who indicated that they didn't have a regular budget system (29%) must also be taken into an account as it may sometimes be a prelude to the gradual paralysis and eventual closing down of the programme. It must also be noted in such instances that many children will not have alternative means to have access to other kindergartens. The underlying reasons are that there is a considerable payment fee load and the distance factor, for there is uneven distribution of kindergartens in Addis Ababa (Abeba, 1985: 56).

Table 21

3.2.17. Specifications of Budget Items

FOR	RESPONDENTS (PRINCIPALS)		NO-RESPONDENTS		TOTAL	
	NO	%	NO	%	NO	%
Workers' Salary	11	65	6	35	17	100
Postal & Telephone	11	65	6	35	17	100
Building Maintenance & Vehicles	6	35	11	65	17	100
Service Tax	12	71	5	29	17	100
General Off. Work	11	65	6	35	17	100
Supplies	12	71	5	29	17	100
Food Service	5	29	12	71	17	100
Health Service	7	41	10	59	17	100
Compound Care	10	59	7	41	17	100
Recreation	2	12	15	88	17	100
Others	4	24	13	76	17	100

Principal respondents who indicated that they had a regular budget system were also asked to identify some of the specifications to which the finance is advanced. In this regard, table twenty-one shows that the most common budget item goes to the service tax, stationery supplies (71%) and for postal and general office work (65%) respectively. Moreover, health, maintenance and vehicles, and food service share lower budget allocations (51%, 35%, and 29% respectively), while recreation gets the least (12%) budget assignment. Although, it is not precisely known as to why a least budget assignment has been made for workers' recreations, the general financial constraints of the kindergartens might have played a significant part.

Moreover, principal respondents were also asked to identify if there were other budget specifications. A few respondents (24%) mentioned the following: instructional and play materials, transport, prize and certificate papers, and school closure ceremonies. Nevertheless, the researcher has only recorded some of the above list of budget being registered in the ledger books of very few kindergartens (e.g. Selam, March 8, and Old-airport). But most others who do not have specified budget assignment explained that since their income is directly dependent on their children whose number varies from month to month, they were forced to use their income without having fixed and itemized budget assignment.

In general, one could clearly say that the financial incomes of most kindergartens are used without distinct and specified budgeting system. Such uses of budget may also emphasize more on the profit-making motive of the private undertakings in particular, because their ledger books only accommodate few budget items.

Table 22

3.2.18. Effectiveness of the Parents' Committee

RESPONSES	RESPONDENTS (PRINCIPALS)	
	NO	%
Yes	6	35
No	11	65
Total:-	17	100

Asked whether the kindergarten parents' committees effectively discharge their entrusted responsibilities as outlined in the policy guide (coordinating community's efforts, planning and implementing the programme, equipping the kindergarten with materials and manpower, etc. p.8), 65% of the respondents indicated a negative reply. Only, 35% observed that committees properly undertake their duties and responsibilities as desired and indicated in the policy guide.

Furthermore, according to UNESCO (p. 35), one of the sources of dissatisfaction with preschool programme is that children being served in the programme are usually from those who are more privileged social and cultural classes. As a result, the advantages are not equally available to all preschool-age children. Thus, the agency recommends that if preschool education is to meet the needs of the majority and the working mothers, the cost should be reduced (Ibid).

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However, despite the major responsibilities entrusted to them, the committees are either non-existent or those nominally existing are not properly undertaking their duties in most kindergartens studied. As to why the committees are not carrying out their entrusted duties, respondents gave various reasons. But one of them is that since the former committee members stopped their work three years ago, new ones were not organized as yet. In addition, even those organized did not start working because they are waiting for the new kebele regulations that govern the general operation of the kindergartens. As a result, according to many of the principals, various kindergarten programme-based matters such as auditing, fixing monthly fees, employment of non-staff workers, etc. have been suspended indefinitely (e.g. kebele 12, March 8, etc).

As far as private kindergartens are concerned, it usually depends on the consent of the owners, who sometimes appear to be reluctant according to some zonal supervisors), because the committees would demand the organization to fulfil various in- and out-door facilities which the former were obliged to comply with during processing the license. Although it's difficult to certainly know their efficiency, the committees for public kindergartens have to relatively be in a better position to undertake their duties for they are self-

controlling bodies. However, the role of the committees in some government kindergartens is not clear to understand, as the committee functions for the entire school programme, while those which are independently functioning are not as active as desired.

On the whole, kindergartens' (parents') committees are not effectively playing their roles. The underlying reasons are that in most of the kindergartens, they were not reorganized or those which were reorganized have not started their work as expected. As a result, many critical problems that deserve immediate solutions were suspended indefinitely.

Table 23

3.2.19. Parents and Community's Areas of Participations

RESPONSES	RESPONDENTS (PRINCIPALS)	
	NO	%
Donating Money	2	11.8
Donating Materials	1	5.9
Advice	11	64.7
Planning Education	-	-
No Responses	3	17.6
Total:-	17	100

The above table (23) shows that most participations are manifested in providing advice (64.7%). On the otherhand, the donation of money to the programme has been indicated by 11.8% of the respondents, while that of materials stands at the lowest end of the scale (5.9%). But it must be noted that most kindergartens are now under equipped and lacking essential materials and facilities.

As a result, parents and the community have to be encouraged to jointly donate money and also design the means by which they can begin producing basic play and learning materials from the local material resources. This is particularly essential, more than ever before, for most kindergartens are not in a better position now to either buy or produce materials required for the programme. Thus, parents who have the know-how must be organized through the parents' committee and other pertinent bodies in order to alleviate the shortage of basic equipment and facilities being observed now.

Furthermore, principal respondents who didn't indicate their positions in the table (17.6%) must also be made to know the value of parents and community's participations in various forms, which also enhance the effectiveness of the programme. To this effect, short orientation courses may be designed for kindergartens' principals by which they can make use of community's assistance, y pertinent bodies.

Table 24

3.2.20 Parents' Means of Communications with Kindergartens

RESPONSES	RESPONDENTS (PRINCIPALS)	
	NO	%
Discussions and Meetings	8	47
Visits and Conferences	1	6
Letters and Telephones	5	29
Others	2	12
No Response	1	6
Total:-	17	100

Table 25

3.2.21. Frequency of Discussions and Meetings

RESPONSES	RESPONDENTS (PRINCIPALS)	
	NO	%
Every Three Months	2	12
Every Mid-Year	2	12
Every Beginning and Ending year	4	24
Every Month	-	-
No Response	9	52
Total:-	17	100

Asked which means of communications parents use, 47% of the respondents indicated that discussions and meetings are the major ones. Furthermore, letters and telephone calls come to the second rank with 29%, while visits and conferences

appear towards the end of the scale. Some principal respondents also proved that there are other means of communications (12%). Though the means of communications have not been made clear, occasions such as parents and staff parties, excursions, etc. can be imagined (Cohen, 1988), to open a better understanding between both parties.

On the otherhand, Cohen argues that communications between the parents and the kindergarten staff must not always be based on parents' initiative to come to the kindergarten for discovering problems. According to the author, the staff, particularly the teacher, must also pay a visit to the parents' home, occasionally, in order to study and know more about the child's health history, interest, parents' expectations, attitudes, etc. which would be the basis of his/her programme.

Although, it's advisable to use all media of communications together or alternatively, some more effective ones can be used frequently. For example, mutual discussions and meetings can be considerably useful for interested parties can physically come together to deliberate on common interest, which is usually dependent on the child's growth and development.

As regards the frequency of discussions and meetings, 24% have indicated that it's usually conducted at the beginning and end of the year (Table 25). Those whose responses are "mid-year and three months" share the same rate of response (12%), while most have refrained from expressing their opinions. Nevertheless, it seems desirable to have as frequent meetings as possible for the major reason that both parties can timely assess the child's progress and also provide remedial measures in case of some problems.

Furthermore, it's advisable to meet often times rather than at the two extreme periods, by the time when one cannot make any remedial measure. In this regard, Tirussew (p.36) also observed that the non-existence of frequent communication channels between parents and the kindergarten staff may likely cause the child's behavioural imbalances that may emanate from different orientations which the child gets at home and in the kindergarten. UNESCO (p.53) also reiterated that the plea that preschool education be the very first phase of life-long education must in no way be implied that the role of the family and the community should be decreased.

Table 26

3.2.22 The Relationship between the Kindergartens and the Primary Schools

RESPONSES	RESPONDENTS (PRINCIPALS)	
	NO	%
High	5	29
Medium	1	6
Low	3	18
No Relationship	8	47
Total:-	17	100

As shown above (Table 26), an attempt was made to know the level of relationship between the kindergartens and their surrounding primary schools. Thus, 47% of the respondents indicated that there is not any sort of relationship between the two institutions. But 29% of the respondents observed the relationship to be high, while 18% of them have still witnessed it to be low. As a result, it could be said that the current relationship between the kindergartens and the primary schools is either very low or non-existent.

Respondents who indicated that there is no any sort of relationship between the two institutions were made to give their opinions. Many of them expressed the view that there is not any tradition of such a joint working relations between both staff members which would benefit the child to have a smooth transition from the kindergarten to the primary school.

As a result, both institutions appear to be as having independent islands of their own, that may affect the child's future school life adjustment and his/her progress as well.

On the otherhand, those who responded that there is a relationship between the two levels of educational institutions explained the areas of relationship to being limited to the sending and receiving of children. But it must be noted that unless there is a stronger and relatively wider area of ties and cooperations between the two institutions, other than the limited role of sending and receiving children, there may be a time and a fear as well when one of the parties may decline or rule out the requests that may come from the other party. In all cases, it's the kindergarten children who will experience the likely bad consequences of not being admitted in the surrounding primary schools in the name of "above capacity" replies of the latter.

As a result, all efforts must be made through which mutual bilateral relations and interest can be sustained between the two institutions. According to Mialaret (p.52), the relationship can be enhanced through visiting programmes, initiating a commonly operating committees, and other related means so that a constant relationship will be maintained to achieve common objectives.

Table 27

3.2.23 Following Kindergarten Children's Progress in the Primary Schools

DEGREE OF FOLLOW UP	RESPONDENTS (PRINCIPALS)	
	NO	%
High	5	29
Medium	2	12
Low	1	6
No Tradition (No Experience)	9	53
Total:-	17	100

Table twenty-seven depicts the degree of following the progress of kindergarten children in the primary schools. As a result, 29% of the respondents agree that it's high. Furthermore, 12% indicated the degree to be average, while a good majority (53%) confirmed the complete absence of the tradition or experience of the point under discussion.

On the other hand, some kindergartens are making unilateral efforts of their own in trying to settle certain admission-based requests with their surrounding primary schools, though the efforts are not directly related to following the progress of the child who has passed through the kindergarten programme.

The above efforts are made particularly to enable children get smooth admission access to the primary schools upon completion of the two-year programme. To this end, March 8, Little Flower and Deborah Kindergartens are making considerable efforts despite the fact that there is a fear among some zonal supervisors that children are unjustifiably forced to be oriented to strict academic and classroom discipline without regard to their intellectual and emotional readiness. The above principal respondents also claim to hear (not to follow) the merit of some of their former "students" from the teachers and directors whom they know.

On the other hand, the same principal respondents were asked as to why they were not able to follow children's progress who have left their kindergartens. To this end, two major reasons were cited. One, as parents are the choosers of the child's primary school, the principals or the teachers cannot exactly know or tell the whereabouts of their former children in order to follow the progress of these children. Furthermore, the principals observed that despite the fact that they brought up bright children in their kindergartens who have now top academic performances in the primary schools, the latter do not even write congratulatory letters to the kindergartens. Such close communications could have also helped kindergartens improve their programmes along the primary schools to which they are more affiliated.

Second, the respondents also complain (through the discussion during the observation schedule) that most primary schools in their vicinities are reluctant to receive children who have completed the kindergarten programme. As a result, the respondents observed many of their children unwillingly scattered in to a more distant schools where the kindergarten personnel cannot hear of any progress about the children in the primary schools.

In general, therefore, it could be said that there is not any means of following children's progress in the primary schools, who have passed through the kindergarten programmes in order that the latter can also make necessary improvements in their programmes. It also goes without saying that the gains of the preschool programme cannot either be improved and developed or even sustained through the primary school years. Similarly, the primary schools themselves are not also made ready to provide the necessary psychological service for the children that have come through kindergarten programmes.

Hence, these and others could be cited as a point of great missing-link when talking of the preschool programme in our country, that lacks proper follow up and assessment. Such problems have also hindered the opportunity of knowing whether the stated policy guide is properly implemented or failed to meet the desired objective for effective kindergarten programme for the preschool-age children of the country.

3.3. Presentation of the Observation Data

In this sub-part of the study, the findings of the observation schedule will be treated. The observation made in the twenty-four kindergartens was an attempt to find out the availability and adequacy of manpower, equipment and facilities required in the programme. To this effect, an inventory checklist was employed to identify and register the variables under study (See also appendices 5-11).

3.3.1 The State of Manpower Requirement

Manpower is one of the essential variables to run an effective preschool programme. As a result, the type or the category of the staff is also one of the considerations to be made in addition to the adequacy requirement. In this regard, it has been found out (app. 11) that only six (25%) of the kindergartens have fifty and above fifty percent of the required key professionals in the checklist under number eight. In other words, it's in only six of the twenty-four kindergartens that one can find fifty and above fifty percent of the manpower requirement fulfilled out of the twelve most needed staff category (principals, teachers teacher-aides, psychologists, pediatricians, etc).

On the other hand, 18 (75%) of the kindergartens have got two to five types of staff to run their programme (see appendix under manpower categories). However, mention must also be made in this regard that all private-sponsored kindergartens have been found to have better staff categories that range from five to six. This also implies that their manpower needs is in a relatively better condition. Kindergartens under the auspices of some development centers and that of the public, on the other hand, possess relatively lower staff categories, as they are forced to have common staff such as janitors, guards, principals, gardeners, etc. Furthermore, few kebele kindergartens (e.g. Kebeles 04. 13, 24 and Andnet) have a similar manpower problem in terms of the varied staff category desired.

Similarly, non-staff members, which may reinforce the manpower needs in the kindergartens with technical and professional support, have been found playing no role in the programme. In this regard, the absence of the participation of such important professionals as health workers, psychologists, social workers and other paraprofessionals including parents should be considered as a loss in the endeavors of making the programme effective. Their absence of participation might not only have affected the physical, social, and emotional development of children, but it might have also equally narrowed the horizon of the influence that

the public may have on the programme. As a result, existing kindergartens have been found nearly impoverished in their physical set ups, financial capacities and manpower needs as well.

On the other hand, according to Mialaret (p.9), just as the mathematics teacher relies on his/her fellow mathematician for the content of his/her teaching, the preschool teacher must also turn to other specialists (doctors, public health specialists, psychologists, sociologists, etc.) to obtain relevant information that enable to apply his/her knowledge to good effect. In short, the participation of the above professionals in the kindergarten programmes is considered to be a good opportunity for the children who are the beneficiaries and the teachers who also are trying to implement the programme.

As regards the teacher-child ratio, kebele and public kindergartens have been found very high, even if the CYFWO's sixty-three square meters for forty children with one teacher and a teacher-aide is taken as a standard measure. Consequently, most kebele kindergartens (63%) and public (50%) have got a teacher-child ratio that ranges from 1:44 to 1:99 and 1:39 to 1:85 respectively (see also appendix 11). On the other hand, despite the fact that there is a high teacher-child ratio in most kebele kindergartens, there is only one

teacher-aide in each of the five kindergartens out of the eight.

As these teacher-aides cannot be assigned in each classroom along with a teacher, the burden of the teacher cannot be simplified nor are children in a better position to be helped according to their needs and interests. Furthermore, as parent volunteers are not taking part in the kindergarten's daily programmes, the teacher-child ratio could not be improved and the expectation for a good kindergarten programme seems to remain a challenge for some years to come.

However, the number of teacher-aides in the private kindergartens, though most of them (92%) have no training, has placed them in a better position as regards the general manpower requirement than others. As a result, the teacher-child ratio in the private kindergartens ranges from 1:10 to 1:49 (see appendix). In other words, private kindergartens have been found with a relatively lower teacher-child ratio than kindergartens that are sponsored by other bodies.

On the contrary, most kebele kindergartens have un manageable teacher-child ratio due to various reasons. One of the reasons is the cutting of the former budget subsidies from the popular organizations. Furthermore, many teachers were reported to have left their job due to the insecured nature of

employment in the sector. On the other hand, the number of beneficiaries is growing because of the relatively lower fee payment opportunities in these kindergartens.

Although the reason for the over crowding of public kindergartens is not certainly clear, according to some of the teachers, there is a better condition for the teaching-learning process. Furthermore, children will have a direct admission to continue their formal schooling, upon the completion of the kindergarten programme, that provides a full-day attendance which is also a rare chance in the capital now.

Tirussew (1979) and Abayneh (1986) have also found out that the teacher-child ratios were 1:58 and 1:66 respectively in Addis Abeba. Both authors also expressed their fear that in such crowded classrooms, it's very difficult to help children nor manage the activities required at this level. As a result, Fleming (p.33) called for an all-out effort to reduce class size in the preschool programmes if we have to see children as individuals, each one different and each one lovable.

3.3.2. Physical Plant and the State of Material Resource in the Kindergartens

3.3.2.1 Buildings and Spaces

Most kindergartens' buildings and their classroom arrangements were found un suitable for running an effective programme. The major reason is that with the exception of six (25%) kindergartens, the rest (75%) were built for different purposes (e.g. residence, etc.) versus for the kindergarten programme. Consequently, the size of the buildings and the classrooms was not taken in to an account to carry out the multifarious activities required in the programme.

Furthermore, most classrooms were found conventionally partitioned without regard to the required standard size, the activities to be undertaken, the children's developmental needs. UNICEF (1991:86) also identified a similar problem that ten out of eleven kindergartens in Addis Abeba were being conducted in spaces meant for bed-rooms, particularly in the private kindergartens. Thus, the size of windows, doors and the nature of walls and their ceilings, the toilets, etc. are not appropriate to the children's physical growth. Most kindergarten buildings are the types usually considered as examples of "cast-off" buildings which according to Decker and Decker (p.247) must be avoided, for they cannot fit into the child's needs and the nature of the programme as well.

Hence, Lideta Private kindergarten, kebele 04 and Andnet kindergartens are examples of buildings which are not only too old to make any further flexibility or modification of use, but their walls as well as the ceilings are also so shabby that have lost any sense of appeal even for an adult seer, leave alone for the children of this age-group. On the other hand, most kebele kindergartens included in the study were primarily built for the purpose of kindergarten programme with better sizes of windows, doors and toilets for a kindergarten child.

The above three factors particularly characterize kebele kindergartens which have been built primarily for the kindergarten programme. Though the toilets cannot match with the number of children being served, they have been built in accordance with the developmental stage of children. Children can also see the outside through the windows as the latter are not higher than one meter from the ground. On the other hand, as far as the classroom size of the kebele kindergartens is concerned, all of them were found below the standard size (35-42 square meters). Government, public and private-sponsored kindergartens are not also free from what have been pinpointed as problems in the foregoing discussion.

Furthermore, the total areal size of most kindergartens is not to the required standard (1125 or 1081 square meters)

for a kindergarten whose children are one hundred and twenty. Nevertheless, exceptions are noted with the general size of some kindergartens that have a better out-door space. As a result, Enat, Addis Hiwot, March 8 and Kebele 03 kindergartens have total sizes of 2005, 1800, 6305, and 1200 square meters respectively.

In general, however, most kindergartens cannot in any way feel that they are providing their children with desirable in and out-door spaces. Because when all children are let to the field, easy movement is likely to suffer and individual activity is totally be checked mainly because of the larger density over the limited out-door spaces.

Specially, most of the public kindergartens which are attached to the regular schools don't have enough separate spaces for play or rest. As a result, children are made to either stay in the classroom all sessions or restricted to a narrow plot meant for them. Such situations are more serious in such kindergartens as Tigil-Lenesanet, Agazian, Beherawi, etc. where enrolment is relatively greater.

3.3.2.2. Classroom Arrangement and Size

As indicated in the foregoing discussions, most kindergarten buildings were not primarily built for their present purposes. Consequently, kindergarten classrooms couldn't maintain the standard size requirement set by the CYFWO (63 square meters). Despite their substandard size, all classrooms except March 8, Addis Hiwot and Hamle 19, have greater density. Some kindergarten classrooms though as small as twelve square meters (e.g. Nati, Deborah, Lideta Private, Little Flower, etc.) accommodate more children beyond their capacity.

Moreover, some kindergartens such as Agazian Kindergarten accommodate as many as ninety-five children whose ages are between three and a half to four years in one of its twenty square meters classrooms. According to Hildebrand (p.22), this type of warehousing children in large masses without adequate adult care is a practice to be discouraged. Furthermore, the author also advises that about fifty percent of more spaces than children be provided in each kindergarten.

A similar finding of the under-sized classroom was witnessed by the Office of Child, Youth, and Family Welfare Organization itself in 1990. As a result, out of the fifty-four classrooms visited, the office only found nine classrooms

(17%) that had the classroom size which is more than thirty-five square meters (CYFWO, 1990:13). Furthermore, the CYFWO also reported that out of 118 kindergartens studied in the capital, only forty of them met the classroom size standard. According to the report, the rest couldn't meet the set measure as they were not originally kindergartens and children were made to be without enough air and light (CYFWO, 1993: 40). In such kind of small classrooms, children always feel discomfort and irritation as their territory for play will be violated and they also lack freedom of choice for every activity (Hildebrand, p. 32).

Most chairs and tables in the studied kindergarten classrooms are of a moderate size. The size of the chairs ranges from twenty-seven to thirty centimeters while the tables are from fifty to sixty centimeters. These heights are what is also required by the policy guide of the CYFWO. But in some kindergartens, both chairs and tables are shared among children which usually create discomfort and are also subjected to hampering free concentration on one's own business.

Most kindergartens don't have ceilings nor any other acoustic device that can minimize the interference of the adjoining noises. Tirussew (p. 36) also observed that due to the lack of acoustic service in most of the classrooms,

teaching process taking place is interfered with the adjoining classrooms. On the other hand, there are also classrooms where unless windows are always kept open, they get nearly dark. Agazian kindergarten is a typical example. But there is a fear on the part of the teachers that children may be predisposed to serious draughts.

Although there is a good hope in the mentioned school for the kindergarten programme to get into the new building, the classrooms under construction don't still seem to meet the desired size (all the four classrooms have forty-eight square meters size each). The researcher has witnessed also that the windows are planned to be fixed in the style of formal classrooms meant for older children. It can also be noted that despite the fact that kindergarten teachers are working there, they do not have any role to provide comments on the construction and organization of classrooms, thus, testifying more about the absence of consulting pertinent professionals during the planning and actual construction of the kindergarten plants.

In conclusion, most classrooms visited were found undersized, which cannot be flexibly used according to the activity both the teachers and children want to carry out. Consequently, children are forced to join group activities, where some children resort to certain aggressive activities and misbehaviours.

3.3.2.3 Equipment and Facilities for Staff and Children

In the twenty-four studied kindergartens, there were not adequate equipment and facilities meant for the staff in particular. For example, twelve kindergartens (50%) do not have their own toilets, while ten (41.7%) of them have a one-room toilet serving staff members, whose number ranges from nine to twenty. Similarly, in two kindergartens (8.3%), there are not staff toilets at all and members are forced to use the adjacent kebele toilet (e.g.March 8). Some are also forced to tolerate up to the end of a half-day pogramme.

Another serious matter about the use of toilets is the fact that not only children and the staff use toilets in common but students of regular schools up to junior levels are also being served in the same toilets. This is particularly common where kindergartens are attached to the regular schools. In this regard, all the four public kindergartens and one government kindergarten (Tigil-Lenesanet) are living examples. Furthermore, in some centers where the kindergartens cannot have any claim over the equipment and facilities, the toilets are used by additional staff members of the centers plus their trainees. Fit-Ber Development Centre can be a good example, where kindergarten-aged children, their teachers, the centre staff members and an additional of eighty trainees are using two small open toilets in common.

Although there is no doubt that this way of using the toilets can have a far-reaching health consequence on children, the adequacy of most toilets is far behind the number of children in the studied kindergartens. The following table shows not only how adequacy suffers but it also shows how the toilets are so crowded in the four public and one government kindergartens such that it's nearly difficult for children to use.

Table 28

3.3.2.3.1. Toilet Facilities and Their Ratios to Children

KINDERGARTEN	NO. OF CHILDREN IN THE KINDERGARTEN	NO. OF STUDENTS OF REGULAR SCHOOLS	NO. OF TOILETS	RATIO TO CHILDREN AND OTHER STUDENTS
Beherawi	341	1800	12	12:2141
Agazian	320	1900	8	8:2220
A.A.No.2	77	1400	6	6:1477
Yehisanat Alem Tigil- Lenesanet	100	89	3	3:189
	127	950	8	8:1077

As can be seen from the table, the toilets are highly crowded beyond which service is nearly impossible in the given sample kindergartens. But according to Decker and Decker (p.260), toilet ratio for children of ages three, four, and five are 1:10, 1:8, and 1:5 respectively.

In the studied kindergartens, children's toilets are not only inadequate but their sanitary condition is also very low. Many toilets (e.g. Lideta private kindergarten, Fit-Ber, kebele 04, etc.) have no roofs as a result of which there is a fear that flies and related insects such as mosquitoes may easily transmit certain communicable diseases. Furthermore, as many kindergartens register children whose age are two and a half to four, the latter cannot use toilets that were mostly made for the older students and adult persons. As a result, plastic containers known as "poppos" are being used. Most kindergartens justify the use of "poppos" in the name of 'toilet training'; it's, however, a sign of inadequacy.

Furthermore, as the "poppos" are not used per child and most kindergartens do not use enough detergent for cleaning, children can be exposed to more serious health hazards. In some kindergartens (e.g. March 8, etc.), children of ages three to four are expected to bring one "poppo" each from home at the beginning of the year and use them throughout the year.

In general, the present use of toilets in the studied kindergartens is not safe enough to keep the health of children who are being served in the programme. The seriousness of the situation was also disclosed by a study

team that was coordinated by the Ministry of Education in 1990 as follows:

> The toilets are not only far from the classrooms but they are also used in common with regular school students. Children cannot use them whenever they need. Moreover, as the toilets' holes were made for older students, they are both dangerous and not suitable to use. Since children are to queue up with older students, the biological urge cannot give them chance and they are forced to use the surrounding open areas in which case it's becoming difficult for cleaners to keep the areas clean. As a result, the surrounding area is full of foul- smell and there is no doubt that it causes diseases [A Study Team Report of the MOE, 1990:3].

Thus, one can easily see that the situation of using the toilets is so grave particularly in some kindergartens which are situated inside the regular schools. Children cannot respond to their biological drive on time and as a result, they will experience a psychological harassment whenever their clothes are spoiled among their fellow children who are ever ready to report every instance to their teachers and every adult around.

3.3.2.4 First-aid and Related Facilities

Health service is one of the major objectives of the kindergarten programme. On the other hand, all the studied kindergartens don't provide significant health service that is required for the children they are in charge. Most kindergartens don't even have first-aid kits and those who have them are limited to a very small amount of cotton pads, bandages, iodine, medicated plaster and alcohol, etc. which cannot be sufficient for children to even get the slight injury aids.

Moreover, nine (37.5%) of the kindergartens don't have any first-aid kits or related facilities at all (see appendix under basic first-aid facilities). Although there are clinic services in regular schools where some kindergartens are situated, kindergarten children, however, cannot benefit from them.

The underlying reason and the situation as well have been explained in the team study report of the Ministry of Education (1990) as follows:

> Unless the regular school clinic helps the children on the humanitarian basis, it's impossible to provide children with basic health service for serious accidents or minor illness. Furthermore, since medicines are not dispensed by the children's name, the clinic cannot also provide service. As a result, the kindergarten children do not have the right for the clinic health service (Op.Cit. p.2).

Thus, one can see how kindergarten children in the regular schools are unable to benefit from the clinic service only because medicines are not given out by their individual names as they are for regular schools. As indicated in the data interpretation of the questionnaires' response of the principal respondents, the underlying cause is the absence of a regular budget system for kindergarten children's health service. It also goes without saying that kindergarten children are also marginalized from the use of health service in the studied kindergartens, for the main reason that there is also no regular budget assigned for this purpose.

Closely related to the health service, children's safety and protection is another major concern in the present kindergartens. To this end, facilities such as fire-alarms, fire-extinguishers, etc. which are essential to ensure children's daily well-being in the kindergarten were non-existent in all of the kindergartens understudy. As a result, the kindergartens are found in a less likely condition to minimize probable accidents that may occur in and around them. It's also evident that parents are always worrying about their children's health and safety in all school days.

In the absence of the above essential facilities, alternative facilities such as telephones must have been

provided. Nevertheless, telephone service is only being given in fourteen (58%) kindergartens. The rest (42%) do not have any daily communications with parents, as regards the general well-being of children. Tesfaye (p. 45) also found that there were five kindergartens out of twenty which had telephone service in Addis Abeba. As a result, there is no means of knowing accidents, emergency notes, notifying school events or arranging meetings on the part of the parents.

Furthermore, most kindergartens do not have rooms and facilities for rest or nap after meals. In many of the kindergartens, mattresses or mats on which the children have a napping service or get rest after heavy out-door activities are not available. Only, in five (20.8%) of the kindergartens are mattresses available whose sizes are about one meter by 90 cm. Even then, the number of the mattresses, as indicated below in the table, is far from adequate seen from the number of children in the five identified kindergartens.

Table 29

3.3.2.4.1. Facilities for Rest (Mattresses)

KINDERGARTEN	RATIO OF MATTRESSES TO CHILDREN
March 8	50:125
Kebele 12	20:197
Addis Abeba No. 2	15:77
Melkam Ermijachin	20:264
Hamle 19	8:80

Table twenty-nine shows clearly that the number of mattresses and the children cannot match in any rate. Consequently, children cannot have a nap after the mid-day meal or rest after a relatively heavy outdoor activities. Thus, the absence of nap or rest after meals may particularly result in complete boredon for those children who are between two and a half to four years old. In most private kindergartens, there are not any facilities for rest. The justification usually given was that children were so active and did not wish to rest or sleep after meals.

Furthermore, some kindergartens (simply to disguise the non- availability or inadequacy of the above facilities) send children home for lunch. In most public schools, children don't either have rooms to rest or the continuous noise of the

regular students cannot create a resting situation, even if the mattresses are made available. Tesfaye (p. 43) also found that 60% of the kindergartens in his study had no lodging (nap) service after meals. He also observed in some kebele kindergartens where children were forced to sleep on their tables or desks which are not only comfortable but also dangerous for their health as well as their growing physical postures. The researcher also witnessed similar situations in most of the studied kindergartens that the use of desks and tables to rest or have nap after the mid-day meals is so common.

3.3.2.5. In-and Out-door Play and Learning Materials

In order that children will develop a better muscle coordination, discovery and reasoning attitudes, and good social relations, in-and out-door materials or facilities must be sufficiently equipped. However, in the studied kindergartens, essential equipment and facilities for children's in-and out-door play activities are either lacking or not adequate for the children attending in the centers. It's in only few kindergartens, namely, March 8, Hamle 19, Kebele 12, Bole Kebele 24, and Melkam Ermijachin that there are relatively enough in-door play materials for children.

But as the size of their rooms is all below the specified standard (most of them 35-42 square meters), children cannot use the materials and also participate in the in-door play activities. As a result, materials were usually displayed at one corner of the room with the instruction that children do not touch them. Furthermore, in some instances, materials were wrapped into the cupboards or boxes for fear that they might be lost or broken, as maintenance or replacement is beyond the financial capacity of the present kindergartens.

Alasebu (1981: 15) also found the same situation where samples of materials were found as display and were hardly used by the children, who dare not touch them, because of the fear that the materials were hard to duplicate for lack of money, tools or even the know-how it takes them to make. In this regard, in most private kindergartens there are not significant in-door materials except the sample toys for the classrooms. All classrooms, their inner and outer walls, are filled with written stimuli, perhaps to draw the attention of some anxious parents who want to get their children begin reading of some English words quickly in such "advanced" kindergartens. It was because of such situations that the CYFWO also commented that some foreigners' private kindergartens were not only looking like formal schools but the sponsors also make efforts to equip their institutions only until they get hold of the license (CYFWO, 1993: 69).

As far as the out-door facilities are concerned in the studied kindergartens, children are not generally found in a better position to have their individual needs met because of the obvious materials inadequacy. To this effect, the appendix under "major out-door facilities and their ratios to the children in each centre" makes the situation more clear, how the six most essential out-door equipment and facilities were being used in the twenty-four kindergartens.

Thus, as seen in the appendix, except kebele 04, Hamle 19 kebele 13, and Andnet, almost all kindergartens studied possess 3-6 sets of the facilities (swings, climbing frames or ladders, slides, see-saws, merry-go-rounds and tyres). Nevertheless, as most kindergartens have these materials only as samples for an exhibit rather than using for playing and learning media, their number cannot match with the children who need the service in each centre (see appendix 7).

Consequently, children who have the patience are forced to wait long in order to play but those who fail to do so or who easily lose their temper withdraw it and may engage themselves in the activities that may harm their bodies. Tirussew (pp. 27-28) also observed that lack of such out-door equipment with the desired level of adequacy causes a serious problem of stopping a child before finishing a given activity that he/she has already started. According to the author,

this problem can be a frequent source of anger-provoking stimuli in most preschools. Furthermore, because of the shortage of play equipment there is always a problem to settle who should play or use the equipment first and how long, particularly during the recess time.

Although there is no clear-cut ratio between the number of children and the out-door play facilities, Hildebrand (1980) and Cannon (1966) advised smaller groups (5-10 children) who can make use of one play equipment without delay and loss of interest at a time. On the other hand, in the studied kindergartens, the smallest group ratio has been found in only one kindergarten, Addis Hiwot (1: 10). Thus, it can be understood that there is a pronounced out-door material inadequacies which might affect the physical developmental needs of children in particular, in the studied kindergartens. According to Katz etal. (p. 184), lack of desirable in-and out-door play materials also affect the implementation of a preschool programme.

3.3.2.6. Basic Materials for Art and Construction

The problem of art and construction materials is no exception to other materials in the studied kindergartens. They are rather lacking seriously in almost all kindergartens. Hence, in thirteen (54%) of the kindergartens there are not any materials for art and construction activities for

children. The result is that children's imaginative, creative, and appreciative power might have been negatively affected. The rest of the kindergartens with few materials such as crayons, building blocks and painting brushes are not at any rate adequate for the children in each classroom of each centre. For example, in kebele 24 kindergarten, twenty-four crayons are meant for 200 children, while forty-eight scissors are for 197 children of kebele 12 kindergarten. Furthermore, ten painting brushes are for 125 children of March 8, while 120 building blocks are for ninety-five children of Fit-Ber kindergarten. But such very few building blocks are insignificant even for a small building activity when shared among children because according to Hildelbrand (p. 130) as many as 500 building blocks have to be provided for a group of twenty children. Foster and Headley's (p. 102) also held that for fifteen children, about 450 blocks are advisable while for thirty children a total of 1,000 blacks are recommended. Furthermore, in the study made at the university of Minnesota (as cited in Foster and Headley's) the most five-year-old child will use is approximately 130 building blocks.

In the private kindergartens, children are asked to bring art materials such as crayons, pencils, erasers and other related materials at the beginning of the year. However, as all children may not afford to buy them, it might have created

a problem of engaging all children in the desired art activities one at a time. On the other hand, Rudolph and Cohen (p. 125) hold that freedom to use crayons and other painting materials helps children draw the world in their own way and get the most satisfactions and delight in exploring colors as well as painting activities they need.

Besides the inadequacy of art and construction materials, there is also a difficulty of using the available ones. That is, most of the kindergartens' classrooms are highly crowded more than their capacities to properly carry out art and construction activities. This is specifically grave in the public kindergartens where eighty-four to eighty-six children are made to learn in the classroom size of thirty-five square meters (e.g. Beherawi), and ninety-five children of three and a half to four years are kept in a classroom size of twenty square meters (Agazian).

Moreover,as tables are sometimes shared among three to eight children, children have a hard time to freely engage themselves in meaningful and settled drawing or painting activities. To this end, in nineteen (79%) of the kindergartens, children cannot even carry out simple scribbling activities comfortably as they are forced to crowd around a table or a desk from both sides (see also the appendix under chairs and tables with ratios).

3.3.2.7 Equipment and Facilities for Science, Socio-dramatic and Musical Activities

In the investigated kindergartens, facilities for science and socio-dramatic activities are almost non-existent, while the available ones are so negligible in number to document. Hence, despite the fact that children of preschool-age are curious to examine, ask, know and act with every material they come across, the inavailability of such simple materials as garden tools, plant seeds, rulers, measuring tapes, scales, and other salvaged materials for children's role-play may limit their inquisitive potential. It may also affect the scope of their inquiry and exercising certain social roles in which they also live.

Similarly, musical instruments by which children recreate themselves and be motivated to learn are not available in many of the kindergartens studied. For instance, in fourteen (58%) kindergartens, children don't have any musical entertainment in between their lessons or throughout the day. It's only in private kindergartens that certain modern musical media such as radio cassettes,videos, televisions and pianos are sparingly used. However, whether these media are entirely meant for children's recreation and reinforcing the progrmme or they may have a dual purpose for the proprietors themselves is not exactly known, as most owners' residence is in the same compound or adjacent to the kindergartens they run.

Moreover, in no one of the private kindergartens has the researcher witnessed the children using the above media for recreation or the programme being reinforced by the media mentioned. Nevertheless, the mere presence of the media, to some degree, might have influenced some parents of the middle class to register their children in these kindergartens through their inspiring advertisement usually aired out at the beginning of school-year. In general, however, the absence of musical entertainments throughout the day can create discomforts and loss of interests. This is so because the attention span of this age-group is relatively lower and as their general attitude toward the activities provided each day without any motivation may be affected.

In conclusion, equipment and facilities that are desirable for various activities of children are not adequate in the studied kindergartens, mainly because enrolment is usually beyond the capacity of preschools' material resources. On the other hand, Thurman (1970:207) observed that materials such as blocks, dolls, wagons, and sizeable house-keeping furniture are very essential, for they are manipulative materials and vital to the preschool age child just as the microscope is to the budding scientist.

On the other hand, the inadequacy of complete absence of the desirable kindergarten's equipment and facilities in Addis Abeba kindergartens has been the findings of many studies. To this end, Tirussew (1979), Ayalew (1978), Abebe (1985), and Tesfaye (1988), are but few who witnessed the inadequacy of preschool material resources in Addis Abeba. Moreover, the office of Children, Youth, and Family Welfare Organization (CYFWO) itself has disclosed the problem in most of the reports of national as well as international seminars and in other team study reports. To this effect, the reports of 1982 (pp. 5-6), 1987 (p.29), and 1993 (p.2) by the office are clear indications for the inadequacy of equipment and facilities stated in the policy guide for the preschool programme in the country.

In particular, the 1993's report made the subject more clear that the problems have not been discovered now but of a long-standing nature. This is since the declaration of the policy guide initiated by the CYFWO (1982).

Finally, it must be noted that there is also inadequacy of essential curricular materials in the studied kindergartens. They don't have enough syllabi, teacher's guides and related materials. Most private kindergartens usually follow foreign curricula to which they are more affiliated. Nevertheless, the trend of using foreign

materials and the current language teaching load being observed in some kindergartens (e.g. Little Flower, Deborah, etc.) should draw the attention of pertinent educational offices.

For instance, in Little Flower and Deborah kindergartens, children are taught English and French in addition to Amharic. These Kindergartens are running to place their children in the popular mission and community schools (e.g. St. Joseph, Indian National Community, etc.) in the Capital. As a result, upon completion of the kindergarten programme, children are forced to sit for the entrance examinations set by the respective schools. This measure, however, is out of the regulation set by the MOE that a kindergarten child be admitted to the first-grade without any precondition.

Hence, what's usually going on in some private schools in the name of "language teaching" must be analyzed in view of the developmental stage of the children as well as the pedagogical principles of education. For very little children to whom the concept of "school" is their first experience, programmes must not be over loaded to create feelings of hatred against schools and learning in these early school years.

3.4. Analysis of the Report of the Interviews

In order to obtain more reliable information, the researcher also used a third instrument of gathering data, the unstructured interview. Accordingly, four pertinent individuals were interviewed:

1. Head of the education department in Children, Youth, and Family Welfare Organization (CYFWO);
2. Head of Kindergarten, Special and Primary Education in the Ministry of Education (MOE);
3. Head of the Preschool Teachers' Training Institute (P.T.T.I.); and
4. Head of Kindergarten Education Section in Region 14, Addis Abeba, Education Bureau (R.14 or A.A. Edu. B.)

The major issues on which the interview focussed were four in number. They include:

1. issues on accountability and financing the programme;
2. the experience of follow up and evaluation of the programme;
3. publicity of the programme; and
4. the training-term for teachers.

3.4.1. On Accountability and Financing the Programme

On the issue of accountability and financing the programme, the head of the education department in CYFWO holds the view hat the kindergarten programme is a public programme. As a result, the society is more accountable than his office. According to the head, the CYFWO issued a national policy guide that was initiated by the proclamation of 208/1973 (E.C.) which stated two major duties of the former National Children's Commission. They were the identification of problems as regards to children's education, health, social, economic and legal affairs and forwarding suggestions to the government for decision-making. Moreover, the then commission was also mandated to follow up the implementation of the decisions passed by the government (NCC, 1973 E.C., p. 3).

On the other hand, the head of the education department emphasized that the office had no budget allocated for the entire kindergarten programme except the salary of workers who are engaged in coordinating and publicising activities at the centre. As a result, it was indicated that the office of CYFWO was forced to limit itself to the "social service", whose content was the coordination of public efforts to establish and administer kindergartens and mobilizing the society to the cause.

As far as the financing of the kindergarten progrmme is concerned, the MOE officer's reply was not basically different from the foregoing views held by the education department head of the CYFWO. Thus, according to the head of kindergarten, special, and primary education of the MOE, the roles of the Ministry include the developing of curricula, training of teachers, providing supervisory and professional assistance to the programme, whose expenditures are usually covered from the project aid given by the UNICEF.

The head of the preschool teachers' training institute also supplemented the views held by both interviewees, that had it not been for the UNICEF project aid, the training of the teachers for the programme under discussion would have been impossible.

The head of the P.T.T.I. further noted that the government only covers the salary of the few institute's staff, while all training costs (450,000 Birr but now 98,000 Birr yearly) are being covered by the UNICEF, for all the three-round regular training programmes and the in-service and orientation courses, which are conducted once in a year.

Thus, from the responses of the three pertinent officers, it can be concluded that the government doesn't allocate a defined budget system for the kindergarten educational

programme. The researcher has also tried his best to look into the main documents that bear budget allocations at all levels of education in the country. But in all of the documents examined, capital and recurrent budget allocations were not indicated for the kindergarten level of education. Moreover, all financial reports with regard to education narrate about the primary and above levels of education, excluding the kindergarten programme.

To have a better insight on this specific issue, one may have a look at the ten-year perspective plan for general education (1976-85 E.C., p. 109) and the five-year plan for general education (1982-86 E.C., p. 145), in which the columns for the kindergarten education level are left empty as opposed to other levels of education. Furthermore, the various reports of UNICEF (e.g. 1991: 78, etc.) makes the situation more vivid that the cost of operating the education systems for all levels, except the pre-primary, is the responsibility of the government. It also implies that the education cost of children at the preschool-age is not the task of the government and as a result, the question of accountability and financing of the programme doesn't seem to have got its own body except the general public as a whole.

3.4.2 On Follow up and Evaluation of the Programme

The second question was meant to know whether there was and still is a systematic follow up and evaluation means to see the success and the coverage of the programme, the importance of the programme for children's success in the primary school life and the benefit of working mothers. In this regard, the head of kindergarten, special and primary education of the MOE disclosed that there was no time when a nationally-coordinated programme follow up and evaluation, which was meant to come up with comprehensive findings that helps for government decision-making, took place. Furthermore, the head also knew no time when the kindergarten educational programme alone was taken as a topical concern or agenda in his Ministry. As a result, the head is not sure whether the programme has benefitted the age-group for which it has been designed, the working parents and the general public as a whole.

On the other hand, the official of the CYFWO holds the conviction that there had been series of national seminars, workshops, and symposia in which may problems such as lack of regular budget, high teacher-child ratio, inappropriate plant of the kindergartens, lack of equipment and facilities, problems of staff and other workers' salaries, etc. were identified. The head further explained that despite the fact

that may problems of the progrmme have been identified and timely recommendations were made through the various seminars and workshops, the government didn't give an appropriate and immediate response in terms of budget allocation.

According to the head, since the government identified the programme more with the public's concern, it didn't wish to bear the burden of cost that the programme incurs. As a result, measures couldn't be taken to minimize or avoid existing problems, improve coverage, and also be in a position to appreciate the success as well as the benefit of the programme throughout the country.

The head of the kindergarten education sector of Region 14's Education Bureau fully agrees to the views of the CYFWO's official, that the government didn't back the educational programme under discussion with a regular budget in which it was possible to appreciate the programme at the national level. According to the Region 14's kindergarten education sector head, the absence of a marked budget for the programme has resulted in the financial obstacles to undertake a sound follow up and evaluation of both the programme and the progress of children in the primary schools upon completion of their kindergarten programmes.

Furthermore, the head also noted that there is no adequate manpower in each zone of Region 14 to undertake a quality follow up and evaluation work of the programme that can be used for better decision-making. Moreover, as the evaluation activities are usually done at the beginning of the year, only in sample zones, their contents are also limited to the general report of the problems, strength and weakness of the programme. In short, the evaluations made are usually limited to make sure whether the licensees have lived up to the obligations they entered to observe.

The researcher has also understood from his discussion with the head of kindergarten section of zone three education main department that there is a serious manpower and vehicle problem to undertake any follow up and evaluation activities in his zone. According to the same source, it's nearly impossible to know the exact number of kindergartens operating in the aforementioned zone, because supervisory service is not effective as the kindergarten supervisors do not have a yearly marked budget to carry out their activities per evaluation schedules set.

Thus, it could be said that the system of follow up and evaluation, particularly in Region 14, is not effective because of lack of desirable manpower and distinct budget system for the programme. As a result, the nominal follow up

and evaluation reports are not comprehensive enough to find out the extent of the problems that are seriously entangling the programme. Hence most reports are simple office-based reports that cannot reflect the magnitude of kindergartens' problems in their actual settings.

In conclusion, two different views seemed to be reflected on the subject of follow up and evaluation of the programme. While, on one hand, there is a view that there was and is not a systematic follow up and evaluation of the programme, the other view reflected is that the government didn't give due response to the evaluation findings, particularly in allocating desirable budget system. But all the views given by the respondents are, more or less, the reflection of the absence of a regular budget for the programme understudy.

3.4.3 Publicity of the Kindergarten Programme

The public must know the importance of the kindergarten programme in its better child rearing role and the use of the sensitive period or formative ages of children for learning, so that public resources can be directed to the programme. In this regard, a considerable publicity work must be carried out in order to achieve the most out of the programme.

Asked the state of the publicity and the mechanisms employed, the education department head of the CYFWO felt the satisfaction that his office has accomplished a great job in publicising the society. According to the head, because of the effective publicity work made, many kindergartens (as many as eight-hundred) could be established. However, whether the limited publicity of CYFWO made at the centre alone has resulted in the establishments of as many kindergartens as now operating in many parts of the country or that of the public's own enthusiasm or both must be investigated closely. Nevertheless, one thing still stands clear. That popular organizations during the early years of the revolution have made unnegligible efforts to establish as many kindergartens as possible in their own localities. Furthermore, establishing a kindergarten centre in one's Kebele was considered as a mark of considerateness on the cause of children's well-being, particularly after the celebration of the International Year of the Child (IYC, 1979) and the Proclamation of the National Children's Commission in 1981 in Ethiopia.

On the other hand, as to what media of publicity the CYFWO used to employ, the official mentioned art exhibitions, literary competitions, seminars, and news paper columns as major ones. But he also explained that the use of the news paper columns was stopped because of budget constraint some

five years back. On the other hand, the head noted that the office of CYFWO is planning to produce its own magazine to publicize the programme and on the cause of the child's general welfare, of which the kindergarten programme is one subject.

3.4.4. On the Term of Training Teachers

All the interviewees had a common view that the present teachers' training-term is very short to enable teachers acquire the desired knowledge and skill for caring and training children. As a result, all believed that the training-term be improved to a one-year period and the in-take capacity of the institute be increased to meet the growing demands for trained kindergarten staff. Furthermore, the interviewees held a similar view that the institute must have its own premises in order to improve its training-term and its yearly in-put and out-put capacities.

Towards the end of the interview, the researcher asked the respondents if they had a say on the prospect of the kindergarten educational programme. The respondents had two main points to be considered. One, they hold an optimistic view that since the newly founded regional administrations have the over-all authority of establishing and licensing schools up to the secondary level of education (kindergarten education, by implication included), necessary budgets will be

allocated for the programme along other levels of education. Second, since the newly Child Convention (a United Nations' General Assembly Convention of 1989, stating all the rights and privileges to be accorded for children) is being structured down to the grass-root level, the interviewees have got the belief that the kindergarten programme will have a better prospect to expand and provide better services for the children of the country.

But the respondents equally expressed their fear that the newly child convention being structured will only remain a mere paper work, just like the former Children's Affairs Committees at each grass-root level, unless appropriate budget with desirable manpower is allocated. The interviewees further expressed their worries that the present trend of expansion of the kindergarten by the name of "investment policy" is making the programme to be accessible only to the few privileged children because of the escalating fee charges. Hence, they suggest that there must be a system in which such malpractices be corrected so that all kindergarten-age children of the nation will become the beneficiaries of the programme and have equal opportunity of attendance.

In conclusion, from the responses obtained through the interview held with the four officials, it can be inferred that there is not any single body which is held accountable

for the kindergarten programme. Moreover, the programme has not been accommodated into the national development projects, for it's not entirely financed by the government. As a result, the kindergarten education programme is a poor relation of the other levels of education in terms of the financial in-put made for the sector.

Furthermore, the experience of follow up and evaluation, both to come up with more substantial findings and to influence the decision-making process has been observed by the officials to be low. Similarly, the gains of the kindergarten programme upon the child's progress in his/her primary school life is not followed up. The mechanism of publicising and thereby rallying the society around the programme is so limited. As a result, one may not dare say that the society has mobilized its resources for the cause of the programme as desired. The training-term for teachers, the yearly in-take and out-put have been found very low. In short, it can generally be inferred from the responses obtained that because of the aforementioned bottlenecks, the policy guide for the kindergarten programme couldn't be successfully implemented, as result of which its quality as well as the coverage has been negatively affected

CHAPTER FOUR

4. Summary, Conclusion, and Recommendation

4.1 Summary:-

Many child-minded educators as well as philosophers have championed for the welfare of children since the time of Plato to date. Furthermore, the efforts of Comenius, Pestalozzi, Rousseau, and Froebel, in particular, have transcended afar and are sill remaining intact. Based on the humanitarian concern of these forerunners, various scientific studies have also demonstrated the early years of a child as both sensitive and critical for his/her later personality development.

For example, Montessori (1936) as cited in Aggrawal and Morrison (1984) have reiterated that if the early valuable period of a child is simply passed or overlooked, the loss cannot be recompensated. In other words, what the child learns during his/her formative years is the foundation for later learning. As a result, preschool education has been recognized as a more feasible strategy to achieve the aforementioned objective, for it has a long-term positive effect which otherwise cannot be remedied in other means. Hence, it's a longer time now since governments and the public as a whole have determined to give more attention and regard to the programme in which policies were set to realize the child's opportunity for early childhood education.

On the other hand, early childhood education (preschool education) in Ethiopia is limited both in its quality and opportunity (coverage). As a result, only an insignificant number of the preschool-age children have been accommodated by the programme,while most of the country's children of this age-group have not been addressed. For example, in Addis Abeba alone, out of more than 300,000 preschool-age children, it's only 18,839 (6.3%) that got the opportunity for attending the programme (CYFWO, 1990:2-3).

The objective of this study was, therefore, to identify the underlying reasons that account for the lack of meeting the educational opportunity of the age-group understudy in the four selected zones of Region 14 (Addis Abeba) with particular emphasis on adequacy and quality of preschool teachers, adequacy of resource (manpower, material, budget), and the state of follow up and evaluation of the programme. To this end, the researcher has employed three instruments of gathering data. After thorough investigations have been made on the assumptions raised, the following findings have been documented:-

4.1.1 Quality and Adequacy of Teachers

A great majority (87%) of the teachers have been trained in preschool education. However, the considerably short training period (three months) couldn't provide teachers with

desirable knowledge and skill that can help them successfully discharge their duties of caring and educating children in their charge. Only, an insignificant number of teachers (12%) had a training-term of more than three months. Beside the chances for up grading courses, which would have bridged the gap for the short training period, have been limited owing to the low in-take capacity of the training centre.

Furthermore, the regular training capacity (its in-take) is so low that the annual out-put is found to be inadequate (200 a year), which cannot meet the demand for the trained staff for this sector of education. Moreover, teacher-aides are not being trained, and those who are serving in the programme (trained or without) are also very few in number when compared to the number of children and the existing kindergarten sections. Volunteer parents or other paraprofessionals are not taking part in the preschool programme, in order to minimize the pronounced shortage of manpower. Hence, as the teacher is the only one person in the classroom, the class-size (teacher-child ratio) is unbearable in most kindergartens which also affects the quality of service to be provided for children.

In most kindergartens, auxiliary staff have not been fulfilled, while non-staff professionals (e.g. psychologists, pediatricians, social workers, etc.) are completely lacking.

Furthermore, parents' committees, which would have been of great help for the over-all inadequacies reflected in the programme, were not organized or those organized are not effectively playing their entrusted roles for various reasons.

4.1.2 Adequacy of Material Resource and Budget (Finance)

a) Facilities and Equipment

Basic facilities and equipment are considerably lacking. For example, health facilities such as first-aid kits, medicines, mattresses, etc. are highly scarce. Moreover, safety facilities such as fire-extinguishers are completely non-existent. While children's toilets are inadequate, many of the available ones are not in proper sanitory state.

Moreover, in-and out-door play and learning materials are very limited. The scarcely existing ones cannot also match with the number of children to be served in each centre. As a result, children are unable to develop their physical, mental, emotional and social needs through the interactions mediated by play. Materials for art and construction are no exception.

As most kindergartens (75%) were not built for the purpose of preschool programme, classrooms are below the required size (63 square meters) and cannot be flexibly used according to the nature of activities and children's interests. The usually shared tables or desks cannot also make children feel free and comfortable to undertake their individual activities.

b) Budget (Finance)

The burden of financing the preschool programme mostly rests on the public (children's parents). Besides, the amount of fees are very high particularly for poor parents to pay. On the top of this, free attendance on the basis of parental economic status is very minimal. As a result, there are not any provisions made for parents who cannot afford to pay the fees. On the whole, the present preschool fees favour the few privileged children of the society.

Furthermore, many kindergartens (29%) do not have a defined budget system for their programme. Moreover, while what most kindergartens usually regard as a budget goes to service tax, supplies, and workers' salaries, etc., health, one of the basic services to be provided for the age-group understudy, and food services are getting the lowest share (41% and 29%) respectively.

In addition, unlike other levels of education, there has not been a viable budget allocation from the state treasury. As a result, the preschool programme has not been accommodated into the national development plans, thus remaining a mere political slogan.

4.1.3 Follow up and Evaluation of the Programme

There had not been a systematic follow up and evaluation work done throughout the nation which would enable to objectively appreciate the success or failure of the programme. Furthermore, the practice of following up kindergarten children's progress in the primary schools and appreciating the merit or demerit of the kindergarten programme is totally non-existent.

Moreover, regional follow up and evaluation activities have also been hindered mainly due to the lack of manpower and earmarked budget for the programme. As a result, most evaluation reports lack not only accuracy but they also lack desirable authenticity as they are far from the actual settings of the programme.

4.2 Conclusion:-

Concern for the welfare of children has a long history, in which pioneer and renowned preschoolers could influence the world to pay attention to early childhood as a unique developmental stage. This awareness identified the preschool educational programme as an alternative remedy for the early intervention of the child which would have a positive return in his/her later life. Though the rich thoughts and the well-wish to the cause of children has gone a long way, it couldn't draw equal attention nor get desirable regard in all places.

In Ethiopia, despite the fact that eight decades have passed since preschool programmes has started, its quality as well as opportunity of access for the preschool-age children of the country has been very low. Rather, the programme has faced a serious challenge of manpower, material, as well as finance. In this study, too, the qualifications of the manpower deployed in the area, and its adequacy has been found to be low when compared against the number of children that demand for the service.

Furthermore, preschool basic infrastructures and its material resources have not been fulfilled. Mechanism of programme follow up and assessment have not been developed in order to appreciate the success as well as the gains of the programme for the preschool-age children and the society in general.

The root-cause of the problems that created the rift between the demand and the actual opportunity of access in view or the lack of implementation of the stated policy guide to the desired objective can be concluded to one fact: that both the government and the society have not attached desirable value to the programme, that it will lay a promising foundation for the chid's later intellectual as well as personality development. As a result, the preschool programme is found in a no-man's-land situation, where none of the parties under question is not motivated to uphold it.

4.3. Recommendations

Having identified the underlying reasons that account for the lack of the desired level of implementation of the CYFWO's Policy guide and the eventual disparity between the demand and the actual opportunity for the programme understudy, the following recommendations have been provided, by way of suggestions, to gradually improve the quality of services required in the preschool education sector.

4.3.1 The present policy guide in use couldn't be properly implemented due to various reasons, among which lack of direct accountability and the absence of a defined budget system were the major bottle-necks. Besides, the present regionalization (decentralization) process has affected some of the roles and responsibilities of the office of CYFWO. As a result, there seems a need to revitalize and redraft a national policy for the cause of preschool education programme. The policy under question has to also create a ground in which the major roles and responsibilities of the government and that of the society are well articulated.

The policy has to also be endorsed by the national parliament or assembly so that it will have a due credit in which each government ministry and department and the popular organizations as well are held responsible for every development taking place in the area of preschool education programme in the country, region or locality.

4.3.2 According to Morrison (p.6). Children should be the focal point of any discussion with regard to education. However, democratization of education doesn't necessarily imply equalizing the chance or opportunity of access. In this regard, preschool education programme has a considerable role to play not only in reducing disparity of opportunity but it's also used as a remedy to reduce (neutralize) socio-economic deprivations. In other words, beginning universal education at the preschool level not only helps to encourage the social integration of disadvantaged children, but it also has a double-edged advantage since a good educational experience begins early and this also forms a good learning continuum. Moreover, it's a less compensatory programme as early detection or identification of handicaps is a more common remedial measure at this level.

Hence, to achieve a complete life-long education, investing in the preschool education programme becomes indispensable. As a result, earmarking a defined budget system is necessary as any other levels of education and development projects. To this end, the state and the public need to join hands so that the quality as well as the opportunity of access will gradually improve.

4.3.3 As all parents dream of every good and wish success for their children, the active participation of the society is very essential to equip the programme with manpower, material and financial needs. To this effect, the public must be educated on the importance and effect of the preschool education programme on the later child's all-round development. Furthermore, the programme has to serve as a forum where parents' real partnership, in child-rearing and educating process, is practically observed in order that common goals are shared; mutual trust between parents and the preschools are kept; and planned communications are made.

Consequently, the mass media (radio, newspaper, television etc.) have to devote their time and space for the education of parents on the needs and interests of children and the efforts the former have to make to the cause. Moreover, further publicity and advocacy for the programme has to also include the convincing of administrators, policy makers, politicians, professionals at various level of capacities and the general public through organizing national seminars, symposia, workshops and other related media. In general, a strategy must be designed in which ideas, experiences, and resources from various bodies are pooled together to lead the country's preschool programme to success.

4.3.4 The role of the private sector for the development of the programme understudy is of paramount importance, particularly at present, when the opportunity of access for most of the country's children of this age-group is very low. Hence, private investors have to be invited to run the programme so long as they comply with the stated obligations they have entered to observe. Furthermore, a strategy must also be designed in which the presently liberalized fee payments can relatively be improved to address as many children of the age group as possible. The government also has to make certain supports in return, such as reducing tax, supplying educational materials free of charge, providing professional assistance, etc.

4.3.5 The training-term of teachers needs to be promoted to a relatively longer period. Furthermore, certain organizational improvement has to be made for the preschool training institute in which it can be self-sufficient as regards manpower, premises, etc. in order to raise its yearly in-take and out-put so that the present acute demand for the trained staff in the area will gradually be met.

4.3.6 Play is not only the business of a child, but it's also an essential medium for preschool education programme. Thus, to alleviate the current play materials' shortage, there seems a reasonable need to establish a

preschool material production centre of which the production of play materials and equipment is made possible. To this end, a request proposal may be submitted to the international funding agencies (e.g. UNICEF) for instituting the project, which for the time being will keep producing materials at the central level and gradually adapted to regional and local levels.

Furthermore, teachers have to be oriented to produce simple and local play materials and members of the society have to also support it with the technical know-how they have. Factories and service-rendering institutions are to also cooperate to produce and show willingness to spare extra or salvaged materials (e.g. tyres, cartons, waste papers, etc.) which are valuable for the child's in-and out-door activities.

4.3.7 As this study is limited in many respects, further and in-depth investigations have to be made in order to disclose the underlying problems which can help come up with more valid findings that would influence decision-makers, planners, the state and the public so that there will be more awareness and concern to attach desirable value and commitment to the programme.

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A P P E N D I C E S

Appendix 1

Distributions of Kindergartens with their Respective Sponsors and Locations in the 6 Zones of Region 14 ! A.A.).

Sponsors *	Zones and the Number of Kindergartens						Total
	1	2	3	4	5	6	
Government	-	1	2	8	2	8	21
Public	1	2	5	4	1	-	13
UDAS	4	8	3	15	6	-	36
Private	1	5	10	10	4	-	30
Mission	1	4	5	5	5	-	20
Community	-	1	1	2	3	-	7
Church	-	-	-	3	1	-	4
Organization	3	-	1	-	1	-	5
Total	10	21	27	47	23	8	136

* Zones and Sponsors included in the Sample

2. Number of Teachers with their Respective Zones

Zone	Number	Sex	
		M	F
1	42	-	42
2	77	1	76
3	141	6	135
4	203	7	196
5	98	4	94
6	17	1	16
Total 6	178	19	559
		3%	97%

Source:- Statistical Summary of Region 14 (A.A) Education Bureau (1985 E.C.).

Appendix 2

Name, Location, and Sponsors of the Kindergartens included in the study.

No	Kindergarten	Location	Sponsor
1	Kebele 03	Zone 4, Wereda 13	UDAs.
2	Kebele 04	Zone 2, Woreda 21	"
3	Kebele 12	Zone 5, Wereda 2	"
4	Kebele 13	Zone 2, Wereda 21	"
5	Kebele 24	Zone 3, Wereda 17	"
6	March 8	Zone 3, Wereda 17	"
7	Andnet	Zone 4, Wereda 13	"
8	Melkam Ermijachin	Zone 5, Wereda 2	"
9	Tigil-Lenesanet	Zone 4, Wereda 12	Gov't.
10	Hamle 19	Zone 3, Wereda 18	"
11	Fit-Ber Dev't center	Zone 5, Wereda 14	"
12	Lideta Dev't Center	Zone 2, Wereda 22	"
13	Agazian	Zone 2, Wereda 21	Public
14	Beherawi	Zone 3, Wereda 18	"
15	Addis Abeba No.2	Zone 5, Wereda 8	"
16	Yehisan-Alem	Zone 5, Wereda 13	"
17	Selam	Zone 5, Wereda 9	Private
18	Lidete	Zone 2, Wereda 22	"
19	Little Flower	Zone 4, Wereda 13	"
20	Addis Hiwot	Zone 4, Wereda 13	"
21	Old-Air Port	Zone 2, Wereda 24	"
22	Enat	Zone 5, Wereda 8	"
23	Nati	Zone 3, Wereda 17	"
24	Deborah	Zone 3, Wereda 17	"

Appendix 3

Addis Abeba University, School of Graduate STudies

Faculty of Education

Department of Curriculum & Instruction

PART ONE

Questionnaires To be Filled by

Preschool Teachers

Objectives of Questionnaire:-

The main objective of this questionnaire is to assess the implementation of the policy guide set for the kindergarten education programme of 1974 and 1985 (E.C.) by the CYFWO and identify major problems so that pertinent bodies will be provided with possible recommendations. To this end, your direct participation has been found essential and determinant.

Therefore, to show your direct contribution, fill in the questionnaires honestly and responsibly. I sincerely express my thank for your unreserved cooperation in advance.

Student, School of Graduate Studies

N.B.

1. Don't write your name
2. After reading the questionnaires, put an "X" in the box or on the blank Space Provided for the correct response.
3. Should you give additional explanation or comment, when asked, write it in the lines provided in short.

Name of Kindergarten _____ Kebele _____

Wereda _____ Zone _____ Sponsoring body _____

[Government, Public, Kebele, Private Organization]

Teacher's Age _____

Sex _____

Educational Status _____

A. Teachers' Training, teacher-child ratio and the courses offered

1. Were you trained for the preschool (Kindergarten education)?

A. ☐ Yes B. ☐ No

2. Did you complete your Secondary education when selected to

join the training?

A. ☐ Yes B. ☐ No, I completed it after the training

3. Put ONLY an "X" on the spaces infront of the following courses that ypu have studied in your first training period.

Psychology and child Development _____

Pedagogic (Art of teaching) _____

Theory of Education _____

Basic concept of Mathematics _____

Environmental Science _____

Health and Hygiene _____

Music and Body Movement _____

Handicraft _____

Curriculum Development _____

Parents' Education _____

Children's Language Development _____

Children's Play _____

4. Put the Number order of 1-11 on the space infront of the courses that you studied with more emphasis <u>during the first training period</u>.

Psychology and child Development _____

Pedagogic (Art of teaching) _____

Theory of Education _____

Basic concept of Mathematics _____

Environmental Science _____

Health and Hygiene _____

Music and Body Movement _____

Handicraft _____

Curriculum Development _____

Parents' Education _____

Children's Education _____

Children's Language Development _____

Children's Play _____

5. For how long have ypu been trained ?

A. ☐ for three months

b. ☐ above three months

c. ☐ less than three months

6. Is the training that ypu got <u>enough</u> for your all-round task ?

A. ☐ Yes B. ☐ Not enough

7. If the answer were "B", the reasons is:-

_____
_____
_____

8. Do you frequently follow an on-job training and orientation courses in addition to your first training?

A. ☐ B. ☐ I didn't get the chance

9. If the Answer were "B". Why? _____
_____
_____

10. Does the number of children in your classroom enable you to help each child according to his/her interest, tendency (needs), and developmental stage ?

A. ☐ yes B. ☐ Not suitable

11. If the answer were "B", the reason is:-

_____
_____
_____

B. Additional Manpower needed in Kindergarten education Programme

12. It there a teacher-aide in your classroom ?

A. ☐ yes B. ☐ No

13. If the answer for number 12 were "A" was the teacher-aide trained for the kindergarten education ?

A. ☐ yes B. ☐ No

14. Are there volunteer parents who serve in the kindergarten education programme ?

A. ☐ yes B. ☐ No

15. If the answer for number 12 were "B", can ypu help the children in your class room without a problem?

A. ☐ Yes B. ☐ No

16. Put an "X" infront of the name of the following professionals who provide service in the kindergarten programme.

Psychologist _____

Health Personnel (Pediatrician, nurse, health assistant

_____

Social worker _____

Nutritionist _____

Musician _____

Physical development educator (trainer) _____

Handicraftsman (artist) _____

C. <u>On the Kindergarten's general environment, buildings and classrooms</u>

17. The suitability of the present site of the kindergarten in keeping children's health and in implementing the programme is:-

A. ☐ High B. ☐ Medium

B. ☐ Low D. ☐ Completely un suitable

18. Your participation and role when the site of the kindergarten was chosen and the classrooms were built:

A. ☐ High B. ☐ Medium

C. ☐ Low D. ☐ I had not have any kind of role

19. If the answer were "D", the acceptability of your frequent comment on the kindergarten environment, the building and the classrooms are:-

A. ☐ High B. ☐ Medium

C. ☐ Low D. ☐ I had no listener or acceptance

20. If the answer for number 17 were "D", the kindergarten classroom cannot enable to organize activities in changing them from time to time.

A. ☐ Yes B. ☐ No

Additional Remarks _____

_____

_____

21. The opportunity that the kindergarten children can pass their time in playing and learning inside and outside of the classrooms is:-

A. ☐ High B. ☐ Medium

B. ☐ Low D. ☐ No opportunity

22. Write the good and bad sides of the kindergarten's general environment, the building and organization of the classrooms on your day-to-day work:

A. Good Sides _____
_____
_____

B. Bad sides _____
_____
_____

23. If there are other issues not raised here:-

_____
_____
_____

Appendix 4

Addis Abeba University, School of Graduate Studies

Faculty of Education

Department of Curriculum & Instruction

PART TWO

Questionnaires to be Filled by Preschool Principals Objective of the Questionnaire:-

The main objectives of this questionnaire is to assess the implementation of the policy guide set for the kindergarten educational programme of 1974 and 1985 (E.C) by the CYFWO and identify major problems so that pertinent bodies will be provided with possible recommendations. To this end, your direct participation has been found essential and determinant.

Therefore, to show your direct contribution, fill in the questionnaires honestly and responsibly. I sincerely express my thank for your unreserved cooperation in advance.

Student, School of Graduate Studies

N.B.

1. DON'T write your name.
2. After reading the questionnaires, put an "X" in the box or on the blank space provided for the correct response.
3. Should ypu give additional explanation or comment, when asked, write it in the lines provided in short.

Name of kindergarten _____ Kebele _____ Woreda _____ Zone _____ Sponsoring body _____ (Government, Public, Kebele, Private organization)

Age _____

Sex _____

Educational status _____

Kindergarten's financial source, use of budget, parents' Participation and its relations with primary school

1. Did ypu train for kindergarten education?

   A. ☐ yes B. ☐ I did not

2. If the answer were "B", how did you get the position for principalship?

   A. ☐ Sponsor of the Kindergarten (organization) B. ☐ Represented for the organization

   Additional explanation _____

3. The financial source for the kindergarten is:-

   A. ☐ UDAs (Kebele) B. ☐ Government

   C. ☐ Welfare organization D. ☐ Children's parents

4. Children's monthly fees

   A. ☐ From Birr 5-10 B. ☐ From Birr 10-20

   C. ☐ From Birr 20-40 D. ☐ From Birr 50-70

5. Monthly fees from all children are:

   A. ☐ the same B. ☐ Different

6. If the answer were "B", the reasons

_____
_____
_____

7. Are there children who have free attendance in the kindergarten?

A. ☐ yes B. ☐ No

8. If the answer were "A", the reasons

_____
_____
_____

9. If the answer were "B", the reasons

_____
_____
_____

10. Does the kindergarten have a <u>regular budget system?</u>

A. ☐ yes B. ☐ No

11. If the answer were "B", reasons

_____
_____
_____

12. If the answer for question number ten were "A", mark with an "X" the details of budget up on which the kindergarten advances.

For workers' salary _____

For postal and telephone service _____

For building maintenance and vehicles _____

For service tax (water, light, etc.) _____

For office work _____

For supplies _____

For food service _____

For health service _____

For compound decoration and care _____

For workers' recreation _____

Mention if there any _____
_____
_____

13. Has the kindergarten's budget (income and expenditure) been audited and reported?

A. ☐ Yes B. ☐ No

14. If the answer were "B", reasons

_____
_____
_____

15. Does the kindergarten's (parents') committee discharge its duties as stated in the policy guide of CYFOW?

A. ☐ Yes B. ☐ No

16. If the answer were "B", the reasons

_____
_____
_____

17. The Parents and the general public's main participation are expressed in:

A. ☐ money donation B. ☐ material donation

C. ☐ providing advice D. ☐ Planning education

If there are other means of participation, pleas specify: _____
_____
_____

18. Which one of the following for a is more used as the means of communications with parents?

A. ☐ discussions and meetings

B. ☐ visits and conferences

C. ☐ Letters and telephone calls

D. ☐ Others

19. If the answer were "A", how often are the discussions and meetings conducted?

A. ☐ every three months

B. ☐ Every mid-year

C. ☐ at the beginning and end of the year

D. ☐ Every month

20. The kindergarten's relation with the surrounding primary school is:-

A. ☐ High B. ☐ Medium

C. ☐ Low D. ☐ No relationship

If additional ideas _____
_____
_____

21. If there are relations, in which one of the following ways
are they expressed?

A. ☐ through bilateral visits

B. ☐ through planning a common programe at the two level

C. ☐ through the common committee

D. ☐ through sending and receiving children

22. The practice of following the progress of kindergarten children in the primary school and improving the former's programme is:-

A. ☐ High B. ☐ Medium

C. ☐ Low D. ☐ No practice

23. If the answer were "D", the reasons

_____
_____
_____

24. Mention other points that are not raised here.

_____
_____
_____

Appendix 5

Availability of Basic First-aid Facilities

No	Kindergarten	FACILITIES				
		Cotton pad	Medicated plaster	Bandage	Alcohol	Iodine
1	Addis Ababa No.2	-	-	-	-	-
2	Agazian	-	-	-	-	-
3	Beherawi	X	X	X	X	X
4	Yehisan-Alem	X	X	-	X	X
5	Fit-Ber	X	-	-	-	X
6	Lideta Dev't Centre	-	-	-	X	X
7	Kebele 03	X	X	X	X	X
8	Kebele 04	-	-	-	-	-
9	kebele 12	X	X	X	X	X
10	Kebele 13	-	-	-	-	-
11	Andnet	-	-	-	-	-
12	March 8	X	X	X	X	X
13	Kebele 24	-	-	-	-	-
14	Melkam Ermijachin	X	X	X	X	X
15	Hamile 19	X	X	X	X	X
16	Enat	X	-	X	X	X
17	Lideta (Private)	-	-	-	-	-
18	Tigil-Lenesanet	-	-	-	-	-
19	Deborah	X	X	X	X	-
20	Nati	-	-	-	-	-
21	Old-airport	X	X	X	X	X
22	Addis Hiwot	-	X	X	X	X
23	Little Flower	X	X	X	X	X
24	Selam	X	X	-	-	-

Note: * The available facilities indicated by (x) above are highly insignificant in amount that each of them is difficult to be given a measure in litre or parcel. Thus, they cannot help provide five to ten children with necessary aid at a time.

APPENDIX 6

The Ratio of Chairs (benches), tables (desks) to the child (Children) in the kindergartens

No.	Kindergarten	Ratio of chair /bench/ to children	Ratio of table /disk/ to children
1	Fit-Ber	1:3	1:3
2	Lideta Dev't Centre	1:3;1:4	1:4
3	Tigil_Lenesanet	1:3	1:3
4	Hamle 19	1:1	1:1
5	Melkam Ermigachin	1:6	1:6
6	Kebele 24	1:1	1:1
7	Kebele 04	1:1	1:3
8	March 8	1:1	1:1
9	Andnet	1:1	1:3
10	Lebele 13	1:1;1:2;1:3	1:3
11	Kebele 12	1:1	1:6
12	Kebele 03	1:1	1:3;1:6;1:8;1:10;1:4
13	Yehisan-Alem	1:1	1:3
14	Agazian	1:1	1:4
15	Addis Abeba No. 2	1:1	1:4
16	Beherawi	1:1	1:3
17	Selam	1:1	1:2;1:3
18	Deborah	1:1	1:1
19	Nati	1:1	1:1
20	Enat	1:1	1:4;1:6;1:3
21	Old-airport	1:1	1:4
22	Addis Hiwot	1:1	1:3
23	Lideta (private)	1:1	1:3
24	Little Flower	1:1	1:3
	Average Ratio	1:2	1:4

Note: * The use of both sides of the tables or desks is the sole decision of kindergarten as opposed to any guide or regulation stated by CYFWO. It's a decision due to the shortage of facilities. On the other hand, it's one of the sources of discomfort-causing measure in classroom. But sponsors give the answer that the use of commont tables is usually during the story-telling period for 3-4 age children.

APPENDIX 7

Major out-door Facilities for Play

and Their Ratios to Children in Each Center

No.	Kindergarten	Ratio of children to the facilities					
		Swings	Climbing frames or ladders	Slides	See saws	Marry-go-rounds	Tyres
1	Liedeta Dev't center	1: 96	-	-	-	1: 48	
2	Kebele 03	1: 83	1: 83	1: 42	1: 83	1: 40	
3	Kebele 12	1:197	1:197	1:197	1:197	1: 25	
4	Kebele 13	1:178	-	-	1:178	-	
5	Kebele 04	-	-	-	-	1: 6	
6	March 8	1:125	1: 63	1:125	1:125	1: 6	
7	Hamle 19	-	-	-	-	1: 4	
8	Andnet	-	1:180	-	-	-	
9	Melkam Ermijachin	1:132	1:132	1:132	1:132	1: 18	
10	Enat	1:115	1:115	1:115	1:115	1:115	
11	Tigil-Lenesanet	1:127	1:127	1:127	1:127	-	
12	Nati	1:140	1:140	1:140	1:140	1: 28	
13	Deborah	-	1:140	1:140	1:140	1: 35	
14	Old-airport	1: 76	1:115	1:115	1:229	-	
15	Addis Hiwot	1: 30	1: 30	1: 30	1: 30	1: 10	
16	Little Flower	-	1:260	1:260	1:260	1: 87	
17	Lideta (private)	1:146	1:146	1:146	1:146	1: 18	
18	Selam	1: 85	1: 85	1:170	1: 85	-	
19	Kebele 24	1:200	1:200	1:200	1:200	-	
20	Addis Abeba No.2	1: 39	1: 19	1: 39	1: 77	1: 26	
21	Agazian	1:320	1:160	1:320	1:320	1: 80	
22	Beherawi	1:114	1: 85	1:171	1:171	1:114	
23	Yehisan-Alem	1: 33	1:50	1:100	-	-	
24	Fit-Ber	-	-	-	-	-	
	Average Ratio	1: 93	1: 97	1: 78	1:115	1: 28	

Note:- Although there is not a clear-cut ratio between play facilities and the number of children, the small group (1-5 or 1-10 at maximum) is recommended. It means that the ratios of 1:5 and 1:10 are preferable to sustain children's interest (Hildebrand, 1980).

APPENDIX 8

Buildings (houses) which were /were not/ built primarily for the purpose of kindergarten programme

No	Kindergarten	Built for kindergarten programme	Not built for kindergarten programme	%
1	Hamle 19	✓		
2	Kebele 24	✓		
3	Kebele 13	✓		
4	Kebele 12	✓		25
5	March 8	✓		
6	Melkam Ermijachin	✓		
7	Deborah		✓	
8	Nati		✓	
9	Old-airport		✓	
10	Addis Hiwot		✓	
11	Lideta (private)		✓	
12	Selam		✓	
13	Little Flower		✓	
14	Lideta Dev't center		✓	
15	Fit-Ber		✓	
16	Tigil Lenesanet		✓	
17	Andnet		✓	
18	Kebele 03		✓	75
19	Kebele 04		✓	
20	Yehisan-Alem		✓	
21	Agazian		✓	
22	A.A. No.2		✓	
23	Beherawi		✓	
24	Enat		✓	

Appendix 10

Size of the kindergartens and the number of children with their respective ratio

No.	Kindergarten	Total area in square meters	Number of Children	Ration * in sq. meter
1	Deborah	1000	140	1:7
2	Nati	250	140	1:2
3	Enat	2005	115	1:17
4	Old-airport	860	229	1:4
5	Addis Hiwot	1800	30	1:60
6	Lideta (private)	860	146	1:6
7	Selam	950	170	1:6
8	Little Flower	930	260	1:4
9	Lideta Dev't Center	no definite space	146	-
10	Fit-Ber	"	95	-
11	Tigil-Lenesanet	"	127	-
12	Hamle 19	not settled yet	80	-
13	Kebele 24	492	200	1:2
14	Melkam Ermijachin	750	264	1:3
15	March 8	6305	125	1:50
16	Andnet	300	180	1:2
17	Kebele 13	270	178	1:2
18	Kebele 12	850	197	1:4
19	Kebele 03	1200	83	1:14
20	Kebele 04	492	85	1:4
21	Yehisan-Alem	364	100	1:4
22	Agazian	has no definite space of its own	320	-
23	A.A. No.2	"	77	-
24	Beherawi	"	341	-

Note:- According to the CYFWO guide, the total space share for a child in a kindergarten of 120 children has to be 6-10 square meters. Moreover, the total plant area has to be 1081 sq. meters for a kindergarten that provides service for the aforementioned number of children (CYFWO, p.23).

Appendix 11

Number of Manpower Categories or Types in the Kindergartens

No	Kindergarten	Number of the Category or type of staff	Category/type fulfilled in %	Teacherchild ratio	Number of teacher-aides
1	Tigile-Lenesanet	2	17	1:32	-
2	Lideta Dev't Centre	2	17	1:48	-
3	Hamle 19	5	42	1:27	-
4	Fit-Ber	2	17	1:48	-
5	Kebele 24	4	33	1:33	-
6	Kebele 04	4	33	1:85	1
7	Melkam Ermijachin	6	50	1:44	1
8	March 8	7	58	1:18	1
9	Andnet	4	33	1:60	1
10	Kebele 13	4	33	1:59	-
11	Kebele 12	5	42	1:99	1
12	Kebele 23	4	33	1:21	-
13	Agazian	2	17	1:80	2
14	Yehisar-Alem	5	42	1:33	-
15	Beherawi	3	25	1:85	4
16	Addis Abeba No. 2	2	17	1:39	-
17	Selam	6	50	1:21	5
18	Lideta (private)	5	42	1:37	2
19	Little Flower	5	42	1:33	3
20	Addis Hiwot	5	42	1:10	1
21	Old-airport	5	42	1:49	5
22	Enat	6	50	1:19	2
23	Nati	6	50	1:28	3
24	Deborah	6	50	1:35	4
	Average ratio			1:43	Total 36

Note:- * Category or type of staff indicates those under Number 8 of the inventory checklist which includes twelve personnel (principal, teacher, teacher-aide, mother, health worker, psychologist, social worker, guard, gardener, janitor, maintenance staff, volunteers).

DECLARATION

I, the undersigned declare that this thesis is my work and that all sources of materials used for the thesis have been duly acknowledged.

Name Dereje Terefe

Signature

Place Department of Curriculum & Instruction (AAU)

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