

**NURSERIES AND PRE-SCHOOLS'
CURRICULUM APPROPRIATENESS IN ZAMBIA-
A CASE OF SELECTED SCHOOLS OF
CHONGWE AND LUSAKA DISTRICTS**

*THESIS
M.ED
NAL
2009*

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**A dissertation submitted to the University of
Zambia in partial fulfillment of the requirement
for award of the Degree of Master of Education
in Sociology of Education**

**University of Zambia
Lusaka
(2009)**

AUTHOR'S DECLARATION

I, **Elina Nalwimba**, do hereby declare that this document represents my own work, and that the views stated therein are those of the authors and not necessarily those of the institute but all other persons' work have been duly acknowledged, and that this work has never been previously presented at this or any other university.

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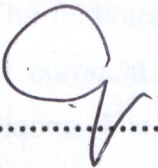
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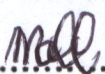
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APPROVAL

This dissertation by Elina Nalwimba is approved as a partial fulfillment of the requirements for the award of the Master of Education (Sociology of Education) degree of the University of Zambia.

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ABSTRACT

The purpose of this study was to investigate the kinds of curricula being followed by nurseries and pre- schools in Zambia; and to establish the appropriateness of such curricula. The survey design was used, coupled with quantitative and qualitative methods. A sample total number of 250 respondents was selected from 80 nurseries and pre-schools in Chongwe and Lusaka Districts.

Data was collected using questionnaires and semi- structured interviews. Quantitative data collected was analysed using the statistical package for social science (spss) while data from interviews was coded and grouped into similar things using the constant comparative method. Tables were used in presentation of data.

The findings of the study revealed that nurseries/ pre-schools used various kinds of curricula. The study also revealed that the curricula were got from different places. The study revealed that it was as a result of getting various curricula from different places that had led the ECE fraternity to experiencing lack of standards needed to suit different levels of children. The results revealed that the Zambian government had failed the ECE fraternity in terms of failure to provide the ECE sector with the common and age appropriate curriculum.

One of the other findings of this study was that most of the teachers, headteachers and Ministry of Education (MOE) officials (respondents) complained that the curricula in use were not appropriate. It was revealed that lack of the nurseries/ pre- schools' appropriateness of the curricula, to a greater extent, was influenced by lack of nurseries/ pre-schools' common and appropriate curriculum.

In view of the research findings, it was recommended that there be an urgent need for the Curriculum Development Centre (MOE) to come up with a common, national and age appropriate nurseries/ pre- schools' curriculum for Zambia. Further, recommended that there was need for a clear policy on ECE.

ACKNOWLEDGEMENTS

Firstly, my greatest gratitude goes to my supervisor, the Assistant Dean, Post – Graduate Studies, Dr. P.C. Manchishi for his precious and valuable guidance, availability, constructive criticism and many other forms of assistance he rendered to make my paper a success. I am also grateful to the headteachers and teachers, from Chongwe and Lusaka Urban Districts and also to the Ministry of Education Officials at District, Provincial and National Headquarters for taking part in the study and for their cooperation.

Secondly, sincere gratitude goes to my family, whose past and current tireless support have made it possible for me to reach these heights. Special thanks go to my beloved husband Selestino Chileshe Kandondo whose unflinching support has been instrumental to my success. My other thanks go to my children, Chisha, Naomi, Chilambwe, Suwilanji, my cousin, Mrs. D, N. Ngoma, my brothers, Mr. T, F. Mengwa and Alick Silwimba and my sister-in-law, Mrs. P. Mengwa.

Last, but not the least I pay tribute to my late father Mr. Y.M. Silwimba and late mother Mrs. E.N. Silwimba without whose early guidance, financial support, and inspiration it would have not been possible for me to acquire a strong primary and secondary school education foundation and later on access this higher education. May their souls rest in peace.

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ACRONYMS

| | |
|------------|--|
| 1. CDC | Curriculum Development Centre |
| 2. CRC | Convention on the Rights of Children |
| 3. DEBS | District Education Board Secretary |
| 4. DESO | District Education Standards Officer |
| 5. ECE | Early Childhood Education |
| 6. ECD | Early Childhood Development |
| 7. ESO | Education Standards Officer |
| 8. FBO | Faith Based Organizations |
| 9. EFA | Education for All |
| 10. FNDP | Fifth and National Development Plan |
| 11. GRZ | Government of the Republic of Zambia |
| 12. MCDSS | Ministry of Community Development and Social Service |
| 13. MOE | Ministry of Education |
| 14. NCP | National Child Policy |
| 15. NGO | Non Governmental Organizations |
| 16. S/A | South Africa |
| 17. UN | United Nations |
| 18. UNESCO | United Nations Educational Scientific and Cultural Organization |
| 19. UNZA | University of Zambia |
| 20. ZPA | Zambia Pre-school Association |

CHAPTER ONE

INTRODUCTION

Conceptual Framework

Nursery and pre-school education dates back to the early nineteenth century. It emerged as an outgrowth of the ideas and practices of Robert Owen in Britain, Johann Heinrich Pestalozzi in Switzerland and his pupil Friedrich Froebel (who coined the term) in Germany, and Maria Montessori in Italy. Pestalozzi and Froebel understood one broad element that the emotional quality of a child's life is heavily affected by the quality of parental love. And such made Froebel (1845) realize that, "individual differences in interests and capabilities should be considered in devising a curriculum, and that any educational curriculum had to be related to the child's own experience", quoted in McCarthy (1852:6). Froebel cautioned the world to let life "unfold from within". He wrote that infant life itself involves an active "outgoingness" such that, if we are to allow for life's development, we must respect its integrity and provide the necessary conditions, cited in Bråham (1982:101).

Hart (2001:79) supports this assertion and writes that, "the humanist view on the bringing up of children in general, and the perspectives of others concerned with the human condition have agreed that education is one of the most important human foundations for a free society". This means that the importance of a child in any society cannot be over-emphasized. Further more, Young (1985) also states that child development needs to be holistic. This is so because progress in one area affects progress in the others. Early

Childhood Education, if not taken care of well and with all the considerations that go with it, has an enormous effect on the future health, cognitive development, cultural attitudes and productivity of an individual. It should also be noted that, any significant gap can have a negative impact on life long development of a child.

Jayne (2006:19) on early childhood development, also acknowledged Froebel's (1845: 78) idea. Jayne shows that while resource books and curriculum guides can be helpful, one need to bear in mind that authentic early childhood curriculum comes from the children themselves. And more so, Jayne outlines that, "Curriculum is built around the children's interests, their needs, their developmental levels and their personalities". This means that when determining the curriculum to use, one should think about what he or she wants children to learn, accomplish and experience.

Maxwell (1992) in Robson (1996:1) writes that, in England, "the 1988 Education Act laid down a child's entitlement to receive the National Curriculum for England and Wales. This led to a further significant change in English early childhood education- the introduction of the framework for early years education represented by the "Desirable Outcomes for Children's Learning on Entering Compulsory Education". School Curriculum Assessment Authority's (SCAA) publication was that pre-school education programs would enable children to reach the desirable outcomes by compulsory school age. This now has resulted in an emphasis on what children must learn, the curriculum content, possibly at the cost of attending to the ways in which children learn." Since the SCAA's introduction, the subject-based approach of the National Curriculum has been seen as an attack on traditional child-centered pre-school education and has inevitably had an effect on programmes for children under statutory school age (Blenkin & Kelly, 1994).

According to a UNESCO Policy Brief on Early Childhood Curriculum (2004), Early Childhood Education (ECE) poses a dilemma for curriculum designers. The UNESCO Policy Brief states that, on one hand, there is the need to guide the personnel in early childhood centres, especially when they have low certification and little training because a curriculum helps to ensure that staff covers important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age groups and regions of a country. More so, it is noted that a curriculum can also be a focus for further training. On the other hand, it is widely recognized that the aims of the ECE curriculum must be broad, and contribute to the child's overall development as well as to later success in school. This problem seems to be prevalent even at present in most countries.

Background to the Study

The history of early childhood education in Zambia has shown that no government (both pre and post independence) has ever taken it as one of its main responsibilities. With time, the colonial government came up with the Day Nurseries Act of 1957 which was the first matter of policy direction. To be precise, the Day Nurseries Act facilitated the establishment, registration and regulation of day nurseries for children from under one year to less than seven years of age. The Day Nurseries Act also provided for a legal backing for any one capable of offering ECE to African children to do so. This saw the introduction of ECE for the local children. After independence, following the introduction of the Day Nurseries Act of 1957, the government of the republic of Zambia established nurseries and pre- schools through the Ministry of Local Government and Housing. These institutions were mainly located in welfare centres for Zambian children in urban communities (Sichalwe, et al,

2004). This brought with it a realization of the need for an independent institution to take care of such schools.

Hence, the formation of the Lusaka Pre-School Association in 1970 was recognized by the government of Zambia through the Ministry of Local Government and Housing. The Lusaka Pre-school Association's view was that of networking with the then welfare centres under the Lusaka District Council, and a handful of private nursery school centres which were accessed mostly by children from low density areas. In 1972, the Lusaka Pre-School Association resolved to expand the network system countrywide in the provision of the then much needed learning/ teaching materials. In the same year (1972), the Lusaka Pre-School Association was conceived as a National Association and was renamed as the "Zambia Pre-School Association (ZPA)."

The Zambia Pre-School Association took effect in 1972 as already alluded to and expanded through branches in all the districts of the country. During that time, the branches were well coordinated with the general membership encompassing private, agencies and council pre-schools. However, things changed in the later years. This was due to the poor economy the country started experiencing. In the recent past, most districts in the councils have abandoned the provision of pre-school education in their respective areas. And the active branches have remained only in Lusaka, Livingstone and Luanshya (Zambia Pre-School Association, 1975). To-date, the membership of early childhood education to the Zambia Pre-School Association has not been mandatory.

In 1977, the government through the then Ministry of Education and Culture in its Education Reform Proposals and Recommendations Document, for the

first time came up with a more concerted educational policy direction to ECE. This policy highlighted the need to provide ECE to as many children as possible. However, the policy had neither made its provision of ECE compulsory nor a condition for entry to Grade one class. More so, the ECE facilities and materials were just described instead of being prescribed for the purpose of guiding the providers as were identified in both the Educational Reforms (1977) and the Educating Our Future (EOF) (1996). Nevertheless, more and more Zambians began sending their children to nurseries and pre-schools. More so, at that time, there was an increase in social and economic development in the country alongside with the free and more integration of races which also allowed more social and educational facilities to be extended to the less privileged. As it has been noted, in the recent past years, the socio-economic situation in Zambia has continued to decline so as to result in the high levels of poverty. The high levels of poverty coupled with retrenchment have forced many of the people to open-up make-shift structures as nurseries and pre-schools. Some of the make-shift nurseries and pre-schools operate in an unconducive environment thereby subjecting children to danger.

In view of the foregoing, ZPA identified policy formulation and effective implementation of ECE as some of the outstanding issues needed to be tackled. As for now, the ZPA lacks the legal instruments to enforce the laws pertaining to ECE in the country. And since 1957 when "The Day Nurseries Act" was enacted, Zambia has had no integrated national policy on ECE. The 1957, "Day Nurseries Act" never addressed the rights and needs of children from conception to age six years. It also failed to support and guide the development of relevant social sector policies on ECE. Therefore, it has

been noted that for ZPA to achieve its Vision and the Mission Statement "Early Childhood for all Zambian Children" through the participation of the local communities and interested parties, there is need to continue lobbying for legal empowerment through parliament so as to have a piece of legislation enacted into law. This would enable the ZPA implement the national policies and regulate the mushrooming of the ECE schools (ZPA, 1975).

In 1990 September, among other child related conventions and instruments, Zambia signed the Convention on the Rights of the Child (CRC) which was ratified on the 6th of December, 1991. More so, for the relevant CRC Articles to be nationalized into the Zambian Constitution and Law shall need an enabling legal framework (MOE, 2006). Nevertheless, the CRC has not been fully domesticated because the government has been slow in nationalizing Article 6 of the CRC.

In recognition of the importance of nursery and pre- schools education the Zambian government, in its education policy has stated that the Ministry of Education will encourage the establishment of programmes that support all round early childhood development; and that within the constraints of available resources it will work with partner groups, local communities, Non-Governmental Organizations, families and individuals (Ministry of Education 1996: 6). But Let it be noted here that the Education Reform (1977), Focus on Learning (1992) and the Educating our Future (1996) show that service provision for Early Childhood Education has never been a responsibility of the MOE.

In 2004 September 21st, MOE was then mandated with the responsibility of being entirely in charge of early childhood education. This was done through

the Government Gazette Number 5312, Volume XL, and Number 58. As at August 2008, the Ministry of Education has quickly incorporated Early Childhood Education in the Education Sector Chapter of the Fifth National Development Plan (FNDP) and adopted ECE as its first sub-sector (MOE, 2007).

In 2005, in Zambia, a conference on early childhood education was held by the University of Zambia and the University of the Incarnate World, USA. The conference revealed glowing gaps in the system; one of which was lack of common curriculum. This, then, raises one question as to the appropriateness of the curricula that is used in various nurseries and pre- schools here in Zambia. Hence, the prompt for this study.

Statement of the Problem

In Zambia, there is a proliferation of nurseries and pre-schools which are supplementing the efforts of the government institutions. However, there is no central (common) curriculum which is supposed to be followed by these institutions. Our problem therefore, is that, we do not know the curricula the nurseries and pre-schools are following and how appropriate they are.

The Purpose of the Study

The purpose of this study was to investigate the kinds of curricula being followed by nurseries and pre- schools in Zambia; and to establish the appropriateness of such curricula.

Objectives of the Research

The objectives of the study were:

1. To find out the kinds of curricula nurseries and pre-schools in Zambia were following.
2. To locate the sources of the curricula being followed.
3. To establish the appropriateness of the nurseries and pre-schools' curricula being offered.

Research Questions

1. What kinds of curricula do nurseries and pre- schools in Zambia follow?
2. What are the sources of the curricula that nurseries and pre-schools are following?
3. How appropriate are the curricula that are offered to nurseries and pre-schools?

Significance of the Study

The study would enable the Ministry authorities be aware of the possible and existing shortfalls in the nurseries and pre-schools curricula; and consequently may use the findings to set up a common and appropriate curriculum for the early childhood education fraternity.

Limitations

The study should have been extended to all the nurseries and pre-schools in Lusaka Province, instead was only confined to some parts of Lusaka and Chongwe Districts. This was due to inadequate funding from the sponsors.

Operational Definitions

- Baby Class:** Centre/ based child care programmes provided for children from a few months after birth up to three years old.
- Curriculum:** The sum total of all the experiences provided through an ECE programme.
- Kindergarten:** A garden of children.
- Nursery:** A place where children are gathered for two hours.
- Pre-school:** Early childhood centres for children from ages three to six years prior to entrance into primary school.
- Reception:** A grade prior to grade one (1).

In sum, this chapter has presented the background to the study. The next chapter will focus on literature review. This is a review of the relevant literature to the problem under discussion.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter reviews literature related to studies and works on the various kinds of ECE curricula and their appropriateness.

International Level

Literature indicates that scholars in the field of curriculum have analysed the process of developing curricula from various view points. Tyler (1949) is one such prominent scholar who has provided a dominant theoretical framework commonly known as the 'Tyler Rationale'. Tyler also urges curriculum developers to raise fair questions as a means of building curriculum programmes. As for Tyler's theoretical framework, the 'Tyler Rationale' has four questions which lead to building curricula programmes. The questions are as follows: what purposes should the school seek to attain? How can learning experiences be selected to help attain these? How can learning experiences be organized for effective instruction? and how can learning experiences be evaluated? While Tyler has urged curriculum developers to raise fair questions as a means of building curriculum programmes, the researcher feels that it might be very difficult for the curriculum developers to raise questions considered to be fair. And more so, the question one might ask is that, who might consider the raised questions fair?

Jones has her own way in which she understands how difficult it is to decide upon a perfect pre-school curriculum for one's child. To begin with, Jones (2005:1) has a frequent question homeschooling bulletin board and email lists ask. The question is, "Can anyone recommend a curriculum for Pre-kindergarten and kindergarten?" Jones, analyses such a situation by putting it clear that, if someone says that a structured study program for a young child is inappropriate, that does not at all mean the same as saying that learning is unimportant during the early years. As for Jones, it simply means that many experienced homeschoolers and other educators feel that there are certain kinds of activities that are much more important and appropriate in early childhood than studying the 3 R's. And that to establish a structure that emphasizes the 3 R's at that age can actually be detrimental. This goes without saying that if a child asks to learn how to read, that should be treated as a very different matter. In such a case a child can be helped learn to read. This is so because teaching a child what it has asked for is a very different thing from setting up a curriculum.

Arising from Jones' idea of an appropriate curriculum, Singapore is one of the many governments having such a concern. We say so because since 1999, the Ministry of Education (MOE) in Singapore has looked into the improvement of pre-school education by focusing on high leverage areas. Among the high leverage areas is the development of a pre-school curriculum framework, MOE in Singapore stated that in 2003, the Senior Minister of State for Trade, Industry & Education launched the new pre-school curriculum framework together with the findings from the research study on the benefits of the new curriculum. The new curriculum framework was based on the Desired Outcomes of Pre-School Education. This means that its results

advocate a holistic approach to children's development and learning by focusing on six key principles. These are:

- A holistic approach to development and learning
- Integrative learning
- Children as active learners
- Adults as interested supporters in learning
- Interactive learning
- Play as a medium for learning.

More so, the findings from the research study in Singapore showed that the new curriculum provided more benefits to pupils from low socio-economic status. This supports MOE's initiatives in upgrading pre-school education, especially for kindergartens that serve children from low socio-economic status. The other thing discovered by MOE in Singapore later on was that, "while quality pre-school education could bring children to an appropriate level of school readiness, pre-school education will not however be able to "equalize" every child by the time he/she enters formal schooling" (MOE, 2004:3). The researcher agrees with the MOE of Singapore in almost every sense. However, the discovery of equalizing every child by the time he or she enters final schooling is not cardinal because that is not what is expected in the formal school sector.

In Chicago, 1970, there was a conference on pre-school education held to discuss among other issues that emerged as particularly central to the concerns of the conference, was whether socioeconomically disadvantaged children could successfully be socialized or educated in isolation, that is, without involving their family and community reference groups. The

conference stated that "the notion underlying many contemporary programs for disadvantaged children was a physical growth or malnutrition model in which the enriched curriculum makes up the academic calories lacking in the cognitive diet of the home" (Conference on Pre-School Education, 1970:4).

Oertel (1984) notes that, Kindergarten in West Germany has changed dramatically during the past ten to fifteen years. According to Oertel, the changes can best be seen in the development, implementation, and the evaluation of the curriculum that have been widely accepted within the frame of Kindergarten teaching. In-fact, the whole reform movement can be described primarily as a shift from function- oriented approaches to situation-oriented, personality- centered approaches in both kindergarten and pre-school work. The situation- oriented, personality- centered approaches deal with the idea that " classroom work is a continuing process of social learning, and criticism that the Kindergarten should incorporate more direct preparation for reading, writing, and counting", cited in Katz (1986: 253). Since, it has been noted that for the past ten to fifteen years, Kindergarten in West Germany has changed dramatically where the changes can best be seen in the development, implementation, and the evaluation of the curriculum that have been widely accepted within the frame of Kindergarten teaching, it actually means that the new situation- oriented, personality- centered approaches are working well. Such a situation is quite encouraging in that other countries can go and study such approaches that if deemed appropriate for their countries, they can also adopt them. In 2002, the 180 member countries met at the United Nations General Assembly Special Session on the child and resolved that every child should have a good beginning in life, have a nurturing, caring and a safe environment in which to survive. They

also agreed that every child should be physically healthy, mentally alert emotionally secure, socially competent and be able to learn (UNICEF, 2002). This meant that there was a consideration of a child's holistic development which does not guarantee any significant gap that can have a negative impact on life long development of the child (Young, 1985).

In the United States, it is stated that programs that receive federal or state funds are often required to identify a curriculum that they are implementing. This means that the National Head Start Bureau provides criteria for selecting a comprehensive curriculum but gives each program the freedom to select the one that they think is most appropriate for the population they serve. And with the increasing interest in pre-school education, states are now required to develop standards defining what children should know and be able to do before they enter kindergarten. By 2002, 39 states had developed or were in the process of developing such standards. These standards are increasingly being used to guide curriculum selection and planning (National Head Start Bureau, 2003). Such a system is quite encouraging in that even though the National Head Start Bureau provides criteria for selecting a comprehensive curriculum, it also gives each program the freedom to select the one that they think is most appropriate for the population they serve and later be required to develop standards defining what children should know and be able to do before they enter kindergarten. And because of such requirements of developing standards, as the National Head Start Bureau has stated they are being used to guide curriculum selection and planning. Such a system would be recommended in that it encourages the spirit of concern by the National Head Start Bureau and the individual states, hard working and working together for the good of a child.

In 2003 the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists (NAECS) in State Departments of Education gave an official position statement on building an effective, accountable system in programs for children from birth up to eight years old. The early childhood specialists in state departments of education, to answer the questions conclusively about early childhood curriculum, took a stance that policy makers, the early childhood profession, and other stakeholders in young children's lives have a shared responsibility to implement the curriculum that is "thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children" (NAEYC, 2003: 2-5).

Grazier (2002), states that in many countries, early childhood programs follow a specific curriculum framework. This is to say that they have a great deal of leeway in designing experiences that reflect their children and the community. For instance, in New Zealand, "Te Whariki" (a woven mat), is the early childhood curriculum framework being used. It defines four principles such as, family and community, relationships, holistic development, and empowerment. It also has five strands namely, well-being, belonging contribution, communication and exploration. From the basic principles and guidelines of the framework, it is written that each centre creates it's own, 'woven mat', quoted in Diane (2004).

Diane (2004:45) reports the study done by Mary Scales (2003:1). According to Scales, in South Australia, there is a set curriculum framework called the, "South Australian Curriculum, Standards and Accountability Framework". It is used statewide as a framework for all early childhood education programs. It

outlines essential features such as; Futures, Interdependence, Communication, Thinking and Identity. However, it is very flexible and allows for teachers plan based on what they learn about their children.

UNESCO policy brief report (2004), states that Early Childhood Education and Care (ECEC) poses a dilemma for curriculum designers. The report indicates that because of the learning patterns of young children, social-emotional and cognitive progress will be at the child's own pace, and take place through play and active methods, governed in so far as possible by the self direction of the child. For this reason, the Organization for Economic Co-operation and Development (OECD) explains that national or provincial ministries in many countries have chosen to issue short guidelines about early childhood programming, addressed as much to parents and local administrators as to the educators (OECD, 2001). Essentially, these guidelines or curricular frameworks establish the value base and program standards on which early childhood services in the country are to be founded.

Respect for diversity requires that minority groups should be supported to continue their own child-rearing and early education practices. Out of many other reasons, a common national framework can build bridges between ethnic and social groups by calling attention to shared values and by mobilizing communities around common tasks and challenges. For these reasons, rather than formulating a 'one-size-fits-all' cognitive curriculum, ministries may prefer to develop a general value-based framework, and allow local centres and communities to develop their own curricula, guided by the national framework and the needs of the local community. New understandings of young children are also changing ideas about early education and the role of adults in centres. In the Nordic countries in

particular, the child is considered as a subject of rights and as a competent active learner, whose central task is to build his/her own meaning and self-identity at this age. The Convention on the Rights of the Child reinforces this viewpoint, encouraging adults to allow a high degree of initiative to young children. A new culture of participation and co-determination is now emerging in areas of life important for young children, including life in early childhood centres and the manner in which curriculum is generated and implemented. Young children are being treated with far more respect and knowledge. It is further known that, "to define play as an activity that (only) gives pleasure to the child is inaccurate" (Vygotsky, 1978:5). Play is included in curricula not just because children like to play, but also for its voluntary and experiential features, and its importance for identity formation, expression and social learning. However, Ailwood (2003) points out that it is important to be vigilant about the circumstances and discourses which produce a key place for play in curricula, cited in UNESCO (2004).

ABC Home Preschool is one of the institutions responsible for curricula preparations. The ABC Home Preschool understands how difficult it is to decide upon the perfect preschool curricula for young children. They offer separate Preschool Curricula for 2 year olds, 3 year olds, and 4 through 6 year olds. The ABC Home Preschool advises early years educators not to settle for a preschool curriculum that combines all the ages into one preschool programme but to choose an age appropriate preschool curriculum for their school children (ABC Home Preschool, 2005).

Since the ABC Home Preschool understands how difficult it is to decide upon the perfect preschool curriculum for young children, the researcher feels that it is important to let the ECE fraternities that are exposed to an arrangement

of offering separate Preschool Curricula for 2 year olds, 3 year olds, and 4 through 6 year olds keep to that but those without such an arrangement can still go for a curriculum that combines all the ages into one Preschool Programme. It actually means that the ECE fraternities should go with what would make them feel comfortable.

Young-Ihm Kwon (2007) writes that in England there was little government interventio in pre-school provision, in curriculum planning and implementation. Not until the 1988 Education Reform Act was made. Since inception, the 1988 Education Reform Act has undergone a lot of changes with the latest being that of the "Curriculum Guidance for the Foundation Stage" published by the Department for Education and Employment (DEE) and the Qualifications and Curriculum Authority (QCA, 2000). In this case the curriculum guidance was intended "to help practitioners plan to meet the diverse needs of all children so that most will achieve and some, where appropriate, will go beyond the early learning goals by the end of the foundation stage" (QCA, 2000:5). Nevertheless one notices a negative connection that goes with this study. Although the curriculum guidance claims to describe integrated learning, it also emphasizes literacy and numeracy as distinct curriculum areas. In spite of the pros and cons of the appropriateness of the framework, more formal instruction in literacy and numeracy teaching is being directly and indirectly imposed upon young children. With respect to the appropriateness of the early years curriculum, there is an ongoing debate between the policy makers, who emphasize school effectiveness, and the early childhood specialists, who focus on a developmentally appropriate curriculum. On the other hand, many early childhood specialists have expressed concern that the government policy of raising standards may lead to over-concentration on formal teaching and upon the attainment of specific learning targets (Anning, 1998).

Baltimore (2007), reports on the Maryland State Department of Education (MSDE) which is responsible for Early Care and Education programmes through out the state. It provides a state- recommended list of early childhood curricula for child care centres, Head Start programmes, and nurseries. The early childhood curriculum project is meant to offer resources for the classroom which match up with the state`s pre-kindergarten and kindergarten curricula frameworks, also known as "Voluntary State Curriculum".

La Petite Academy's experts in early learning provide excellent care for the child in their learning centers. Their curricula is created by their own Education Department experts, who have decades of experience in formal graduate work, teaching, and developing curriculum. More so, they also consult outside experts in early childhood education and published materials from nationally recognized sources. Their philosophy is centered on the early education of one`s child. They produce unique age-specific programs and curricula which are designed to move a child ahead developmentally, get him/her ready for school and teach him/her important social skills – in an environment that is warm, nurturing and fun (La Petite Academy, 2008).

The African Situation

The Jomtien World Declaration on Education For All of 1990, the Dakar Conference of 2000 and the 2000 Millennium Conference both emphasized on the need to provide Education For All by the year 2015 (UNESCO Report 2003/04). And since this was an important milestone in the history of education, Early Childhood Education fraternity was not an exception in many, if not all African countries. Since Zambia was among the African

countries that acknowledged the ECE inclusion in the education fraternity, it has prompted the researcher to carry out a research on the lack of an appropriate/common curriculum in the ECE fraternity.

In 1991 and 2003, Tanzania committed itself to ensuring that every child's rights were respected. However in 2006, when the international body responsible for monitoring government's implementation of the convention,

examined the Tanzanian government on its progress in implementing the CRC in 2006, it specifically recommended that action be taken to ensure that all professionals working with children should have training on children's rights and their implications for policy and practice. For example, early years' workers, social workers, doctors, psychologists and the police all play a role in children's lives. This resulted into the Bernard van Leer Foundation, an international programme, asking Child Rights Education for Professionals, (CRED-PRO) supported by UNICEF, UNESCO, UNCHR, Save the Children) to undertake a consultation with key stakeholders in the early childhood field in Tanzania, to explore the need and potential for developing a child rights curriculum for professionals working with young children. According to their proposed scope and approach of the initiative, the curriculum was to be founded in an assets-based approach, which would entail identifying the cultural and social strengths in promoting children's optimal development, and building on those strengths as entry points for introducing the significance and value of promoting and protecting children's rights in Tanzania. According to their laid down plan, by 10/12th November, 2008, the advisory committee was to receive the draft curriculum. The goal to all this was:

to achieve a curriculum which is founded in local culture, experience, challenges and aspirations, while

consistent with the universal principles and standards of the CRC and the ACRWC. In this way, issues of cultural sensitivity, such as respect for parents, family discipline, status of girls, and child labour would be addressed in context (Mellemfolkeligt Samvirke (MS) Training Centre for Development Cooperation, 2008).

In Namibia, "the setting for and quality of early childhood provision runs the full spectrum of programmes found anywhere in the world" (Ministry of Education and Culture/National Institute for Educational Development (MEC/NIED), 1994:96). For example, the Surveys of Early Childhood Development (ECD) programming found almost seventy-five percent of programs not registered with the Ministry of Education and Culture, many with no sanitary facilities and sixty percent without a curriculum. In this context of need and disparate efforts, the Inter-Ministerial Task Force established a National ECD Policy so as to support a broad spectrum or address the needs of children from birth to eight years of age. This was in 1994. This means that at national level, an ECD Coordinator develops curriculum guidelines for a variety of ECD programs – one of them is that of the children aged 0-6 years old. This goes down to the regional level where Early Childhood Development Officers at the Teacher Resource Centers' (TRC) operationalize national curriculum guidelines based on regional needs; set up and maintain early childhood corners at the TRCs and produce appropriate early childhood training and awareness materials in consultation with Head Office (Ministry of Education and Culture/National Institute for Educational Development (MEC/NIED), 1994).

Sudan has a curriculum called a "Curriculum for Pre-School Teacher Education". This curriculum has been developed for the war situation in Sudan but is adaptable to any situation of crisis in Africa. The Sudanese pre-school curriculum aims at providing education for the all round

development of the child. It also aims at discovering the psychosocial needs of children in the attempt to solve them as well as to create awareness and sensitivity towards people with disabilities, just to mention a few. In Sudan, the curriculum clearly outlines the aims of pre-school education and pre-school teachers. It provides the methodology for the teacher education and gives suggestions for child assessment. The authors highlight the importance of teacher education to child development. They also suggest other topics that should be covered together with the activities that should be carried out in the curriculum (MOE in Sudan, 1996).

In Liberia, it was after the civil war that the nursery and kindergarten national curriculum programme was developed. It was during this period of time when the Liberian government through its Ministry of Education (MOE) was determined to revolutionize and reconstruct the education system. To suit the post-crisis situations and in order to help children to cope with the world around them in a better way, the national curriculum was designed according to the Liberian philosophy and with flexibility so as to accommodate the average, slow, exceptional, overage and gifted learners. In Liberia, the curriculum aims at developing the total individual to encourage loyal citizenship and national development, preservation of natural heritage and the elevation of standards of living. All given activities, examples and materials are from the Liberian environment in order to ensure that each child views school in a positive way (MOE in Liberia, 1996).

Manani (2000) writes that in Kenya, "all programmes must follow national, "Guidelines for Early Childhood Development" that describe objectives, content, methods, and recommend a thematic integrated approach" quoted in Diane (2004: 72). This is as a result of the diverse nature of Kenyan people, culture, environment and many other effects. As such teachers are

encouraged to use a localized curriculum which is developed for each district by the district centres for early childhood education.

In Botswana, the World Education Forum (2000), reports that, the Jomtien Declaration and framework for action have since been reviewed through various processes. However, not only has the country failed to perform so well in achieving goals for the "expanded vision" on basic education as set out by the Jomtien Conference but also one would notice that Early Childhood Care and Development (ECCD) still remains the part of Botswana's education system that has the lowest participation rates. This is partly due to the fact that the education policy has not singled out this level for rapid expansion in the way that was done with the primary level about 30 years ago and the secondary level in the past decade. Nevertheless, out of the data collected, it has been stated that a lot more other things lacked that go with the existence of early childhood education sector. For example Lack of prescribed curriculum. However, the Revised National Policy on Education (RNPE) had charged government through the Ministry of Education in consultation with all partners in early-childhood care and development to develop a curriculum and other support materials to guide the operation of all pre -primary education, and that the Curriculum Development Unit should be strengthened to enable it to co-ordinate the development of the pre-primary curriculum.

The Ministry of Education (MOE) (2008) in Mozambique does not foresee a large role for the state in the direct provision of pre-school education programmes. This goes to say that even the quality of pre-school education programmes has suffered very much. This is due to many other factors. One among other factors is that the country has no national early childhood development curriculum or strategy. However, there is an organization called

“Save the Children” which has taken up the interest of the Early Childhood Education with interest. “Save the Children” has the ECE programme, where the organization works with communities to construct and manage community-based preschools, which are staffed by volunteer teachers. “Save the Children” and partners have developed a volunteer teacher's training curriculum that emphasizes using low-cost local materials to make books, games and toys to help young children "learn by doing." The curriculum promotes the four pillars of young children's physical, social, emotional and cognitive development. Save the Children is also seeking to influence the national ECE policy and programmes, based on the community experiences.

The Jesuit Refugee Service (JRS) (2004), have developed programmes called “Programme des Ecoles Maternelles” and “Programme de l'Ecole Maternelle” respectively for Tanzania and Rwanda. In both programs there is an element of a holistic approach designed. The approach includes respecting and accommodating personal, cultural, social and religious values of each child; and an interesting pre-school program that introduces subjects that are suitable for the refugee camp setting. For example, the curriculum not only covers all areas of basic education, including psychosocial education which is essential in a situation of crisis, but also includes other interesting and important subjects such as music, dance, drama, culture and peace education.

The Zambian Situation

In 1974, the Zambia Pre-School Association conducted a survey of community pre-schools in high density housing areas in Lusaka. One of this survey's purposes was to gather basic information about the operations of

such schools. The total number of community pre- schools then was 35 located in high density housing areas in Lusaka, out of which 33 were interviewed. The number of children served by individual nursery/ pre- school ranged from 20 to 500, the average number being 143, with six pre- schools serving 250 or more children. A comparison of the pre- school aged population figures with number of children actually enrolled in pre- schools showed that only a fraction of the eligible pre- scholars was actually being served. It was further noted that even though the official government policy is that the admittance to primary school is on first- come-first served basis, many parents believed their children would be more likely to be admitted if they could speak some elementary English and do a few calculations. This explains the emphasis that the common pre- school curriculum would have had upon children learning English, counting, and doing sums (Zambia Pre-School Association, 1975).

Let it be known that the history of curriculum development in Zambia dates back to 1966. This is the time when the Education Act unifying the systems of education was passed. In 1970, the then called English Medium Centre was re-named Curriculum Development Centre (CDC). As a result, Zambia like many other developing countries has had a centralized system of education which emphasizes uniformity, central planning and supervision since then. This concept is supported by Hawes (1979:45), who writes that, "some third world countries like Ghana, Kenya, Uganda and Zambia, to name but a few have established Curriculum Development Centres to sustain uniformity and centralized supervision". Unfortunately, the CDC's function in Zambia has failed to cutter for the ECE fraternity. Hence, it has not in any way benefited

the ECE sector. This is so because Zambia has failed to offer a more comprehensive learning experience to the ECE sector.

In Zambia, both the Educational Reforms of 1977 and the Educating Our Future Policy of 1996 have shown that the ECE materials and facilities were just described and not prescribed for the purpose of guiding the providers. This is so because of lack of an ECE common/appropriate curriculum, a matter which was studied by this survey.

According to what Grootaert Christiaan (2002:106) wrote, there was an indication that, "the process of promoting quality child development in all areas was rather formal and limited by age inappropriate curriculum, unsuitable physical environments, financial, material and human resources". Further," the unregistered house-based pre-schools in urban areas mushroomed at the expense of quality provision".

It should be noted that this is not peculiar to Zambia alone, Hegarty in the 1st Daft- National Policy on Early Childhood Care, Development and Education (NPECCDE) reports that many of early intervention services are not statutory, more especially, the developing countries. For example in Singapore, lack of legal instruments to enforce the laws pertaining to ECE in the country is supported by the Press Releases of their Ministry of Education (MOE). The launch on lack of legal instruments to enforce the laws pertaining to ECE in the country was in line with the intent to raise the quality of pre-school education. As for the MOE Press Release (2003) of Singapore, it was stated that "a new regulatory framework will be put in place to ensure that pre-school centres meet certain minimum standards for registration". And that "The new Kindergarten Bill" will establish the broad regulatory principles for regulating pre-school.

Lack of common/ appropriate curriculum framework for ECE, and early childhood education not being a pre- condition or advantage for enrolment to grade one has made a disparate in the number of the children attending ECE. According to Sichalwe et al. (2004), the data captured for early childhood education shows significantly lower participation rates compared to the proportion of children who upon entry to grade one (1) indicate having participated in early childhood education. However, the MOE National Population Projection (2004), and the available enrolment figures, only 1.89% of boys, 2.50% of girls and total of 2.20% of children aged 3 to 6 years were accessing some form of ECE by 2004. Nevertheless, age specific data obtained at school entry indicated that only 8.82% of children aged seven (7) had attended some form of early childhood education. And that when other ages were included, the proportion of those who attended some form of ECE was about 14%.

Sichalwe (2006), in his unpublished article, noted that among other things observed previously, the urgent need for putting in place a coherent ECE policy was eminent. It was from such that Sichalwe 's paper projected to take the discussions a step further by examining the foundations of policy formulation program implementation and sustainability. And that all such was to be done in relation to quality of life for the Zambian child.

In Zambia, among other noticeable factors that had shown many children especially in rural areas not attending early childhood education, was lack of common/ appropriate curriculum framework for early childhood education, and for it not being a pre- condition or advantage for enrolment to grade one. The Educational Statistical Bulletin (2007) indicates that, although there was a marked increase of the new entrants in 2007 by 7.7 percent, the number of the new entrants with pre-school background remained almost the same as it

was in 2006. This means that in 2006, 17.2 percent of the new entrants to Grade 1 had pre-school education. This number however, declined marginally to 17.1 percent in 2007. As for provinces, the Educational Statistical Bulletin states that Copperbelt and Lusaka provinces together accounted for 51.4 percent of the grade 1 entrants with pre-school background, while Western province had the least number of new entrants with pre-school experience accounting for 2.2 percent.

On 18th August, 2008, more than 100 researchers, practitioners, and experts on Early Childhood Development (ECD) gathered in Livingstone, Zambia, to participate in a vitally important symposium on the Early Childhood Development experience in Eastern and Southern Africa. The symposium was hosted by the MOE, UNICEF, the United Nations Emergence Children's Fund, and other partners. This policy event was to address a variety of ECD fields, including child care, development, and education. The symposium recognized the ECD as the most significant period of one's development in his/ her life. And that by getting children ready for school, the ECD should arm the children with the tools necessary to build fulfilling lives, become productive citizens, and take their place in the global community. One of the scholarly presented papers touched on a number of areas which included parenting; child protection and counseling; children's rights; children and HIV; and management of early childhood illnesses; and most importantly the present study's issue at hand, the early childhood curriculum and policy implementation.

According to the "Times of Zambia" (2008), Mr. Mulenga, the then former education minister, sounded a warning to the then mushrooming nurseries and pre-schools in the country. His concern was on the lack of set standards

in the ECE fraternity which was emanating from lack of common/ appropriate curriculum. His observation on most of the pre-schools dotted round the country then, was that pre-schools were not capable of offering the services that they purported. As a result, the owners of such institutions were merely interested in the collection of profits without minding about offering quality education. This situation was noticed even during fieldwork of this study in that some nurseries and pre-schools were renting rooms at Taverns.

It is also of interest to note that, in Zambia, there are some ECE institutions such as "The International School of Lusaka", authorized by the Zambian Ministry of Education, whose nature of the school permits its students to follow the curriculum from nursery through Form 6. Such kind of a curriculum was established to provide an international education to students from the international and local communities of Zambia; while at the same time enabling them to take advantage of the diversity of the cultures in the host country and in the international communities present in Zambia. The school has a student body of 46 nationalities (The International School of Lusaka, 2008).

On 4th February, 2009, "Muvi TV, Zkids News", transmitted a documentary where a surprise closure of some of the nurseries/ pre-schools in Chelston by the Lusaka City Council Health Inspectors was conducted. Dolly Dora, Salvation Army Church and Reformed Church nurseries/ pre-schools were some of the institutions mentioned to have had been operating without health services (poor sanitation and failure to have running water from the taps) which were closed with immediate effect (Muvi TV, Zkids News, 2009).

Summary of the Reviewed Literature

In this literature review, the following has come up:

The literature review has shown that, in many countries, governments have chosen to issue curricula frameworks about early childhood programming. And such frameworks establish the value base and programme standards on which early childhood services for the whole country are to be founded.

The literature review has also shown that the pivotal role in the curriculum development is what Jayne (2006) outlined as; "Curriculum is built around the children's interests, their needs, their developmental levels and their personalities". And that the results of such a curriculum advocate for a holistic approach to children's development and learning,

Further more, the literature review has shown that scholars in the field of curriculum have analyzed the process of developing curricula from various view points. One of the view points is that curriculum developers should raise fair questions as a means of building curriculum programmes (Tyler, 1949). However, what the study did not show was the extent to which one would know that the questions posed were fair.

The study done by Scales (2003) reports that early childhood programmes follow a specific curriculum framework which is, however, very flexible and allows for teachers plan-based on what they learn about their children This gives each programme the freedom to select the one that they think is most appropriate for the population they serve. While Scales tried to bring out such

ideas to the fore, what she left out was to know whether the very specific curriculum framework given would be considered appropriate by every country including Zambia.

In terms of the term ECE curriculum appropriateness, the researcher feels that the appropriateness in the case of an ECE curriculum formulation might include the consideration of the children's ages, environment where such a fraternity would be or is based, different children's intelligence quotients, and the purpose of wanting to teach such children in comparison to the readily available activities to be offered.

This is why it was imperative to carry out this study on the "Nurseries and Pre-Schools' Curriculum Appropriateness in Zambia". The researcher's intent was to find out the kinds of curricula the nurseries and pre-schools were using, and how appropriate such curricula were?

The next chapter looks at the methodology used in investigating the kinds of curricula being followed by nurseries and pre-schools in Zambia; and establishes the appropriateness of such curricula.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the research methods used in the study. It describes the research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis.

Problems encountered during data collection and data analysis have also been discussed in the chapter.

Research Design

The study used a survey research design. According to Zikmund (2000) survey means a research technique in which information is gathered from a sample of people by use of a data collection technique based on communication with a representative sample of individuals. It represents a broad category of techniques that use questioning as a strategy to elicit information (Merriam and Simpson, 1995). The study employed both qualitative and quantitative methods to collect and analyze data. This was so because the combining of the strengths of both approaches is also proposed as a valuable means of discovering the truth about what is being researched on (Blackwell, 1994).

The concept of mixing methods is based on the recognition that the mixed methodology rests on the premises that the weakness in each single method will be compensated by the counter- balancing strengths of another; which is very powerful for gaining insights and results, and assisting in making inferences and in drawing conclusions (Blackwell, 1994).

Target Population

The target population consisted of all nurseries and pre-schools' school managers with their teachers in Chongwe and Lusaka districts. Zikmund (2000) defines the term target population as a specific, complete group relevant to the research project. The total number of teachers and school managers in Chongwe and Lusaka districts were 1 230 and 225 respectively.

The target population also comprised the officials from the Ministry of Education Headquarters and the Curriculum Development Centre; representing the sources from which the data was collected.

Sample Size and Sampling Procedure

The sample included 162 teachers, 2 District Education Board Secretaries (DEBS), 1 Senior Education Standards Officer (SESO)/HQ Ministry Official, 1 Curriculum Development Centre Official (CDC), 2 Standards Officers , 1 Provincial Education Officer(PEO),1 Provincial Education Standards Officer (PESO) and 80 headteachers of nurseries and pre-schools. The researcher decided to use two non-probability sampling procedures namely purposive and convenience techniques with one probability sampling procedure called simple random sampling technique.

To carry out the study, a total number of 250 respondents were sampled. Out of 250 respondents 162 nurseries and pre-schools' teachers from Chongwe and Lusaka Districts were sampled. This was carried out by the use of the Simple Random Sampling procedure. With this type of sampling, all the nurseries and pre-schools' teachers, who qualified in the study population were given equal opportunity of being selected. At any given

school and also depending on the number of nurseries and pre-schools' teachers, those that picked negative numbers from the box were given chance to fill in the questionnaires and answer the oral questions. This was a way of being objective and free from personal prejudice by the researcher on who to involve in the research.

Table 1: Distribution of respondents' sex (Chongwe and Lusaka Districts)

The respondents were from two districts, namely, Chongwe and Lusaka. Chongwe district is a rural district while Lusaka is urban

| SEX | CHONGWE DISTRICT | | LUSAKA DISTRICT | |
|--------|------------------|------|-----------------|------|
| | Frequency | % | Frequency | % |
| Female | 40 | 47.1 | 60 | 36.4 |
| Male | 45 | 52.9 | 105 | 63.6 |
| Total | 85 | 100 | 165 | 100 |

Convenience sampling was used to select 80 nurseries and pre-schools in Chongwe and Lusaka Districts. The 2 districts and the nurseries and pre-schools were selected because of their proximity to the researcher. The term, convenience has been defined by Ghosh (1992) as a sampling technique where the investigator selects certain items according to his/ her convenience. Therefore, the nurseries and pre-schools of Lusaka were selected in consideration to their localities. Predominantly, there are three (3) types of

human settlement places with varying statuses, namely, low density areas (Longacres, Rhodes Park, Woodlands , Avondale, Northmead, and Roma), medium density areas (Kabwata, Kamwala, Chelston, and Chilenje) and high density areas (Kanyama, Chipata, Kalingalinga, Mandevu, and Chawama Compounds). This is so because the quality of school attended may have an influence on the type of the curricula offered which may also affect the child's full development and later academic achievement

Within the 80 nurseries and pre-schools selected in Chongwe and Lusaka Districts, 90 headteachers were purposively chosen. Purposive technique was used to select the 8 Ministry of Education Officials. This is so because according to Saunders (2003), purposive sampling enables the researcher to use his/her judgment to select cases that will best help him/her answer the research questions and meet the objectives.

Research Instruments

This study gathered data through questionnaires and interviews (See Appendix A, B, C, D and E). Even though both questionnaires and interviews were set for nurseries/ pre-schools' teachers and headteachers, there were some interviews (semi-structured questions) which were set for the Ministry officials such as the DEBS, Curriculum Development Centre Officer, Standards Officers and the Provincial Education Officer.

The questionnaires were pre-tested for error, omissions and ambiguity using the researcher's residential neighborhood nurseries/ pre-schools' teachers and headteachers.

Validity and Reliability of Instruments

To ensure internal validity, the researcher collected data using two sources that is through questionnaires and interviews. Leedy and Ormrod (2001) defined internal validity of a research study as the extent to which its design and the data it yields allows the researcher draw accurate conclusions.

Data Collection

Data were gathered between the 4th August and 31st November, 2008. It was upon receiving a letter from the Assistant Dean Post Graduate Studies that permission was sought from the Provincial Education Officer for Lusaka Province to carry out her study in Chongwe and Lusaka Districts. And at every district the Researcher first met the District Education Board Secretary (DEBS), before proceeding to schools. One set of questionnaires, (Appendix A) was administered to the 90 headteachers (10 headteachers in Chongwe and 80 headteachers in Lusaka Districts). The other set was administered to 260 nurseries and pre-schools' teachers in the two districts. The researcher read out the instructions before the respondents filled in the questionnaires.

The questionnaires were filled in during the respondents' free time although the researcher had given a time frame of 12 days in which he or she would collect the questionnaires. It should also be noted that even if the researcher had to wait at each school to collect the questionnaires, not all schools were ready to fill them in there and then. This was so because in some cases, some concerned members of staff were not present. These made the researcher give such schools some days in which the questionnaires were to be filled in and be collected. Such arrangements were then done between the researcher and the headteacher of the participating school.

In-depth interviews, face- to- face interviews, were carried out using the interview schedules (Appendix C, D and E). The in-depth interviews for the nurseries and pre-schools' headteachers and teachers conducted were to beef up the information missed in the questionnaires and compare notes. The researcher used a tape recorder (whose permission was granted by the supervisor) in both districts as a way of collecting data during interviews with the Ministry of Education officials, nurseries and pre-schools' teachers and headteachers.

Problems Encountered During Data Collection

During data collection, the researcher encountered some problems. One of them was the long distances encountered between schools in Chongwe district. The researcher hired a vehicle to use from her own resources (especially that she was not sponsored) in order to visit the distant schools.

The other problem faced by the researcher was that it was difficult to find the Ministry of Education Headquarters and Curriculum Development Centre Officials. The MOE officials were very difficult to get because of their heavy schedules. This means that the researcher visited their offices on several occasions in vain, prior to their knowledge of the researcher's visit. However, the researcher managed to interview them.

The researcher failed to collect some questionnaires in the arranged time. The problem was between the heads of the schools and their teachers. This made the researcher visit such places several times. And that there was failure to collect all the questionnaires given out to the respondents. The researcher collected 250 out of 350 or 71.43% of questionnaires given out.

Data Analysis

Data collected by questionnaires (quantitative) were analysed using the Statistical Package for the Social Sciences (SPSS). This is computer software used to generate tables of frequencies and percentages.

Data collected from interviews (qualitative) was structured into a form that allowed patterns to be identified. This was done using the constant comparative analysis method. This strategy involved grouping the respondents' answers and analyzing different perspectives on central issues.

Data Interpretation

Quantitative data were interpreted by use of frequencies, tables and percentages. For qualitative data, categories and themes were considered and interpreted accordingly.

Ethical Considerations (confidentiality)

During the research, the Ministry of Education Officials, the nurseries and pre-schools' headteachers and teachers were assured that the information they gave would be treated with utmost confidentiality. Those that answered the questionnaires were told not to write their names.

Chapter three (3) has provided an in-depth look into the research methodology used in the study. The next chapter presents the research findings.

CHAPTER FOUR

FINDINGS OF THE STUDY

Overview

This study was designed to investigate the kinds of curricula nurseries and pre- schools were using in Zambia and how appropriate they were. A survey was used to collect data from subjects as the details show below. It has already been stated that the main methods of collecting data were through the questionnaires and the face-to-face interviews. The questionnaires were used to collect data from the nurseries/ pre- schools' headteachers and teachers (see Appendices A and B). The interviews were conducted with the nursery and pre-school headteachers, teachers and the Ministry of Education Officials (see Appendix C, D and E). As for interviews, the researcher wrote down the responses to the questions as the interviewees spoke. More so, the researcher used a tape recorder in case of failure to write certain important information.

Findings from Teachers of Nurseries and Pre-schools

**Table 2: Teachers' awareness of the kinds of various curricula
nurseries/ pre- schools use (Chongwe and Lusaka)**

| Response | Frequency | Percentage- % |
|--|------------|------------------|
| Aware of various ECE curricula in use | 162 | 100 |
| Not aware of various ECE curricula in use | 0 | 0 |
| Total | 162 | 100 |

The total number of 162 teachers (100%) of teachers who answered the questionnaires in Chongwe and Lusaka Districts were aware of the nurseries/ pre-schools in Zambia using various kinds of curricula. They mentioned various kinds of curricula that were used in different nurseries/ pre-schools, such as the South African curriculum, the one from the United States of America, The Zambian Basic School curriculum, the Zambian grade one books, and some unknown booklets without any particulars such as title and author. They had seen and known these curricula from other neighbouring nurseries/ pre-schools and the places where some teachers had worked previously.

Table 3: Teachers` awareness of the nurseries/ pre-schools` curricula appropriateness (Chongwe District)

| Response | Frequency | % |
|-----------------|------------------|------------|
| No | 56 | 93.3 |
| Yes | 4 | 6.7 |
| Total | 60 | 100 |

In Chongwe District, 56 out of 60 (93.3%) teachers in Chongwe District said that the curricula used to teach their children were not appropriate. However, 4 out of 60 (6.7%) respondents said that the curricula in use were appropriate. The 6.7 % of teachers in Chongwe District defended their stance by saying that to them as long as children were learning something, they were convinced that the curricula in use were appropriate. And that if at all the curricula were not appropriate, children could have not been responding accordingly so as to show that learning was taking place.

Table 4: Teachers` awareness of the nurseries/pre-schools` curricula appropriateness (Lusaka District)

| Response | Locality of Respondents | Frequency | % |
|-----------------------|--------------------------------|------------------|-------------|
| Yes | High density | 3 | 3.33 |
| | Medium density | 4 | 4.44 |
| | Low density | 8 | 8.88 |
| Total | | 15 | 16.7 |
| No | High density | 30 | 33.3 |
| | Medium density | 25 | 27.8 |
| | Low density | 20 | 22.2 |
| Total | | 75 | 83.3 |
| Over-all Total | All Localities together | 90 | 100 |

In Lusaka District, the study also revealed that 15 out of the 90 (16.7%) teachers agreed that the curricula was appropriate for the 0-6 year old children and were distributed as follows: 3.33% of teachers were from the high density area schools, 4.44% of teachers were from the medium density area schools, and 8.88% of teachers from the low density area schools. But 75 out of 90 (83.3%) teachers were of the view that the curricula in use were not appropriate to the 0-6 year old children. These were distributed as follows: 33.3% of teachers were from high density area, 27.8% were from the medium density area while 22.2% of teachers were from low density area schools.

Table 5: Teachers' knowledge on the effect of the curricula taught to the Children (Chongwe District)

| Response | Frequency | % |
|-----------------|------------------|------------|
| Difficult | 26 | 86.7 |
| Enjoyable | 04 | 13.3 |
| Total | 30 | 100 |

The data in table 5 shows the effect made by the curricula taught to children. There were 86.7% nurseries/ pre-schools' teachers in Chongwe District who said that most of the children had difficulties in learning. The reason they gave was that during lessons, it was easy for the teacher to notice that pupils had gotten the concept taught. But when revising the same work the following day, most pupils showed ignorance. This act forced teachers to re-teach the lesson. The most unfortunate part of re-teaching the lesson, according to the affected teachers, was that such an act, often times, went on for a week or so. Some teachers interviewed explained that, "we always failed to finish off the given terms' work because our work was characterized with re-teaching or going through the same work". However, 4 out of 30 (13.3%) indicated the number of children who enjoyed the work given to them. This was observed in the way children responded to the work given to them. The children did not

seem to have problems with school work. More so, children's parents also showed appreciation whenever they visited their schools.

Table 6: Teachers' knowledge on the effect of the curricula taught to the children (Lusaka District)

| Response | Locality of Respondents | Frequency | % |
|-----------------------|--------------------------------|------------------|------------|
| Difficult | High density | 15 | 30 |
| | Medium density | 12 | 24 |
| | Low density | 9 | 18 |
| Total | | 36 | 72 |
| Enjoyable | High density | 6 | 12 |
| | Medium density | 5 | 10 |
| | Low density | 3 | 6 |
| Total | | 14 | 28 |
| Over-all Total | All Localities together | 50 | 100 |

On whether the children found the curricula taught either enjoyable or difficult, in Lusaka District, 36 out of 50 (72%) teachers of the nurseries/ pre-schools from the high (30%), medium (24%) and low (18%) density area schools said that most pupils found the work very difficult. One teacher said that:

as their teacher, I could even see that some children are overwhelmed with the work given to them. This results into the situation that some of the children, immediately they reach school, they start crying or show annoyance, and disapproval of being in school. This takes time for such children to settle down for work. As such they lose out in terms of a new day's work.

But 14 out of 50 (28%) teachers from the high (12%), medium (10%) and low (6%) density area schools pointed out that their children enjoyed their school work. Some of the teachers disclosed that they had certain styles through which their work was presented that made their school children enjoy the curricula offered to them.

Table 7: Teachers` knowledge on the materials used to teach the 0-2, 3-4 and 5-6 year old children (Chongwe District)

| Response | Frequency | % |
|----------|-----------|-------|
| Yes | 12 | 19.35 |
| No` | 50 | 80.65 |
| Total | 62 | 100 |

Teachers were asked about the teaching/ learning materials used to teach children of 0-2, 3-4 and 5-6 year old children. Out of 62, 12 teachers (19.35%) agreed that there were specific teaching/ learning materials for the 0-2, 3-4 and 5-6 year old children. Their complaint was on the scarcity of these materials. Nevertheless, 50 teachers out of 62 (80.65%) disagreed with the idea that there were specific teaching/learning materials for the 0-2, 3-4 and 5-6 year old children.

Table 8: Teachers' knowledge on the materials used to teach the 0-2, 3-4 and 5-6 year old children (Lusaka District)

| Response | Locality of Respondents | Frequency | % |
|-----------------------|-------------------------|-----------|--------------|
| Yes | High density | 5 | 5.55 |
| | Medium density | 10 | 11.11 |
| | Low density | 15 | 16.66 |
| Total | | 30 | 33.32 |
| No | High density | 30 | 33.33 |
| | Medium density | 20 | 22.22 |
| | Low density | 10 | 11.11 |
| Total | | 60 | 66.66 |
| Over-all Total | All Localities | 90 | 100 |

Teachers in Lusaka District were also asked to indicate whether there were specific teaching/ learning materials for the 0-2, 3-4 and 5-6 year old children. A total number of 30 teachers out of 90 (33.32%) in Lusaka District were of the view that the materials used to teach the 0-6 year old children were specific to the age of the children taught. The difference lay in how much a particular ECE institution had (finances) for them to manage to buy materials for each level/age. These teachers were distributed as follows: high density area schools had 5.55%, 11.11% were from the medium area schools and 16.66% of teachers were from the low density area schools. However, 60 teachers out of 90 (66.66%) in Lusaka District did not agree with the idea that there were specific teaching/ learning materials for the 0-

2, 3-4 and 5-6 year old children. These teachers were distributed as follows: high (33.33%), medium (22.22%) and low (11.11%) density area schools who reported that there were no specific teaching/learning grade level materials for the ECE fraternity.

Table 9: Teachers` views on what should be an appropriate curriculum (Chongwe District)

| Response | Frequency | % |
|---|-----------|------------|
| One that makes most pupils pass examinations | 20 | 33.3 |
| One with a lot of both in and out-door activities | 18 | 30 |
| The Zambian grade 1 Syllabus | 15 | 25 |
| Any curricula from outside Zambia | 7 | 11.7 |
| Total | 60 | 100 |

The study found out that 20 teachers out of 60 (33.3%) said that an appropriate curriculum should be the one that makes most pupils pass examinations. On the other hand, eighteen (18) teachers out of 60 (30%) said that an appropriate curriculum should be one with a lot of both in and out-door activities needed by each age group. About 15 teachers out of 60 (25%) from Chongwe District recommended the Zambian grade one (1) Syllabus to be an appropriate curriculum, while 7 teachers out of 60 (11.7%) said any curricula from outside Zambia should be an appropriate curriculum.

Table 10: Teachers views on what should be an appropriate curriculum (Lusaka District)

| Response | Locality of Respondents | Frequency | % |
|---|--------------------------------|------------------|-------------|
| The Zambian grade 1 Syllabus. | High density | 10 | 12.5 |
| | Medium density | 7 | 8.75 |
| | Low density | 3 | 3.75 |
| Total | | 20 | 25.0 |
| Any curricula from outside Zambia | High density | 2 | 2.5 |
| | Medium density | 3 | 3.75 |
| | Low density | 5 | 6.25 |
| Total | | 10 | 12.5 |
| One that makes most pupils pass exams. | High density | 10 | 12.5 |
| | Medium density | 10 | 12.5 |
| | Low density | 0 | 12.5 |
| Total | | 30 | 37.5 |
| One with a lot of both in and out-door activities | High density | 7 | 8.75 |
| | Medium density | 6 | 7.5 |
| | Low density | 7 | 8.75 |
| Total | | 20 | 25.0 |
| Over-all Total | All Localities together | 80 | 100 |

In Lusaka District, 20 teachers out of 80 (25%), high density (12.5%), medium density (8.75%) and low density area schools (3.75%), said that what should be an appropriate curriculum was the Zambian grade one syllabus, while 2.5% of teachers from the high density area, 3.75% of teachers from the medium density area and 6.25% of low density area school teachers were of the idea that any curricula from outside Zambia could be the appropriate one. However, 12.5% of teachers recommended the curriculum that made most pupils pass the examinations.

The government should come up with the standardized learning /teaching materials for the ECE sector.

Findings from Headteachers of Nurseries and Pre-Schools

**Table 11: Headteachers’ awareness of various kinds of curricula
nurseries/ pre-schools’ use (Chongwe and Lusaka Districts)**

| Response | Frequency | Percentage- % |
|---|-----------|---------------|
| Aware of various ECE curricula in use | 80 | 100 |
| Not aware of various ECE curricula in use | 0 | 0 |
| Total | 80 | 100 |

As already noted by teachers, 100% of the headteachers from both Chongwe and Lusaka Districts acknowledged the use of various kinds of curricula in different nurseries/ pre-schools in Zambia. They had seen and known some of their neighbouring schools who offered the curricula that were different from theirs. Some had also taught in different nurseries/ pre-schools that used various curricula.

Table 12: Headteachers' knowledge of the sources of the curricula in Use (Chongwe District)

| Response | Frequency | % |
|----------------------------|-----------|------------|
| Zambian Grade one Syllabus | 5 | 25 |
| U.S.A ECE curricula | 0 | 0 |
| South African curricula | 1 | 5 |
| MOE (CDC) | 2 | 10 |
| Use of any T/L materials. | 12 | 60 |
| Total | 20 | 100 |

In Chongwe District, 25% of headteachers revealed that their source of curriculum was the Zambian Grade one Syllabus. There was 1 out of 20 (5%) headteachers whose source of the ECE curriculum was from South Africa. Out of 20 (10%) headteachers got their curriculum from MOE (CDC), while 12 out 20 (60%) headteachers said that they got their curricula from anywhere else. This meant that they did not have specific curricula.

**Table 13: Headteachers' knowledge of the sources of the curricula in use
(Lusaka District)**

| Response | Locality of Respondents | Frequency | % |
|---------------------------|--------------------------------|------------------|--------------|
| Zambian Grade I Syllabus | High density | 7 | 11.66 |
| | Medium density | 4 | 6.66 |
| | Low density | 4 | 6.66 |
| Total | | 15 | 25.0 |
| U.S.A ECE curricula | High density | 1 | 1.66 |
| | Medium density | 2 | 3.33 |
| | Low density | 4 | 6.66 |
| Total | | 7 | 11.66 |
| South African curricula | High density | 2 | 3.33 |
| | Medium density | 2 | 3.33 |
| | Low density | 4 | 6.66 |
| Total | | 8 | 13.33 |
| MOE (CDC) | High density | 2 | 3.33 |
| | Medium density | 2 | 3.33 |
| | Low density | 1 | 1.66 |
| Total | | 5 | 8.33 |
| Use of any T/L materials. | High density | 15 | 25 |
| | Medium density | 5 | 8.33 |
| | Low density | 5 | 8.33 |
| Total | | 25 | 41.66 |
| Over-all Total | All Localities together | 60 | 100 |

The study in Lusaka District found out that 15 headteachers out of 60 (25%) got their curriculum from Zambian Grade one Syllabus. But 7 headteachers out of 60 (11.66%) got their curriculum from U.S.A., while 8 headteachers out of 60 (13.33%) got their curriculum from South Africa.

However, 5 headteachers out of 60 (8.33%) got their curriculum from MOE (CDC). Yet, 25 headteachers out of 60 (41.66%) did not have a specific place where their curriculum came from. With this group of headteachers, their teachers taught anything to any level of children.

Table 14: Headteachers' awareness of the nurseries/pre-schools' curricula appropriateness (Chongwe District)

| Response | Frequency | % |
|----------|-----------|------|
| Yes | 4 | 26.7 |
| No | 11 | 73.3 |
| Total | 15 | 100 |

The headteachers were also asked to indicate whether the nurseries and pre-schools' curricula in use were appropriate or not. It was revealed that 4 out of 15 (26.7%) headteachers from Chongwe District said that the ECE curricula in use were appropriate, while 11 out of 15 (73.3%) from Chongwe District complained that the ECE curricula in use were not appropriate.

Table 15: Headteachers' awareness of the nurseries/pre-schools' curricula appropriateness (Lusaka District)

| Response | Locality of Respondents | Frequency | % |
|-----------------------|--------------------------------|------------------|-------------|
| Yes | High density | 4 | 6.66 |
| | Medium density | 5 | 8.33 |
| | Low density | 3 | 5.0 |
| Total | | 12 | 19.9 |
| No | High density | 22 | 36.7 |
| | Medium density | 16 | 26.7 |
| | Low density | 10 | 16.7 |
| Total | | 48 | 80.1 |
| Over-all Total | All Localities together | 60 | 100 |

The data in table 15 shows the results of the headteachers' response to whether the nurseries and pre-schools' curricula in use were appropriate or not. The study found out that 12 out of 60 (19.9%) headteachers from the high, medium and density area schools said that the curricula in use were appropriate. Meanwhile, 48 out of 60 (80.1%) headteachers from the high, medium and low density area schools said that the curricula in use were not appropriate. The headteachers disclosed that they found it very difficult to maintain the numbers of children in their schools.

Table 16: Headteachers' awareness of specific Teaching/ Learning materials for the 0- 2, 3- 4 and 5-6 year old children (Chongwe District)

| Response | Frequency | % |
|--------------|-----------|------------|
| Yes | 3 | 15 |
| No | 17 | 85 |
| Total | 20 | 100 |

On whether there were specific teaching/ learning materials for the 0-2, 3-4, 5-6 year old children, 3 out of 20 (15%) headteachers from Chongwe area schools said that there were specific teaching/ learning materials for the ECE sector. However, 17 out of 20 (85%) headteachers from Chongwe area schools said that there were no specific teaching/ learning materials for the ECE sector. This meant that they used any teaching/ learning materials that they came across to teach any level of the children.

Table 17: Headteachers' awareness of specific Teaching/ Learning materials for the 0- 2, 3- 4 and 5-6 year old children (Lusaka District)

| Response | Locality of Respondents | Frequency | % |
|-----------------------|--------------------------------|------------------|-------------|
| Yes | High density | 3 | 7.5 |
| | Medium density | 3 | 7.5 |
| | Low density | 4 | 10 |
| Total | | 10 | 25 |
| No | High density | 13 | 32.5 |
| | Medium density | 12 | 30 |
| | Low density | 5 | 12.5 |
| Total | | 30 | 75.0 |
| Over-all Total | All Localities together | 40 | 100 |

In Lusaka District, on whether there were specific teaching/ learning materials for the 0-2, 3-4, 5-6 year old children, 10 out of 40 (25%) headteachers from the high, medium and low density area schools disclosed that there were specific teaching/ learning materials for each level. The problem was that most of such materials were not found in the bookshops here in Zambia.

Conversely, on whether there were specific teaching/ learning materials for the 0-2, 3-4, 5-6 year old children, 30 out of 40 (75%) headteachers from the high, medium and low density area schools disclosed that teaching/ learning materials were not specific in that whatever was bought was used by all the levels regardless of the pupils' ages/ levels. However, it depended on how they were used to suit the levels in question.

Table 18: Headteachers' knowledge of what an appropriate curriculum should be (Chongwe District)

| Response | Frequency | % |
|---|------------------|------------|
| One that makes most pupils pass examinations. | 5 | 25 |
| Do not know what is meant by an appropriate curriculum. | 4 | 20 |
| The Zambian grade 1 Syllabus. | 8 | 40 |
| Any curricula from outside Zambia | 3 | 15 |
| Total | 20 | 100 |

Regarding the question on what should be an appropriate curriculum, 5 out of 20 (25%) headteachers recommended the curricula that made most pupils pass examinations to be appropriate. But the 4 out of 20 (20%) headteachers did not know what was meant by an appropriate curriculum. About 8 out of 20 (40%) headteachers from Chongwe district recommended the Zambian grade one syllabus to be appropriate for the ECE sector, while 3 out of 20 (15%) headteachers said that the appropriate curricula would be any curricula from outside Zambia.

Table 19: Headteachers' knowledge of what an appropriate curriculum should be (Lusaka District)

| Response | Locality of Respondents | Frequency | % |
|---|--------------------------------|------------------|------------|
| The Zambian grade 1 Syllabus | High density | 11 | 22 |
| | Medium density | 3 | 6 |
| | Low density | 2 | 4 |
| Total | | 16 | 32 |
| Any curricula from outside Zambia | High density | 2 | 4 |
| | Medium density | 2 | 4 |
| | Low density s | 2 | 4 |
| Total | | 6 | 12 |
| One that makes most pupils pass examinations. | High density | 6 | 12 |
| | Medium density | 4 | 8 |
| | Low density s | 8 | 16 |
| Total | | 18 | 36 |
| Do not know what is meant by an appropriate curriculum. | High density | 4 | 8 |
| | Medium density | 3 | 6 |
| | Low density | 3 | 6 |
| Total | | 10 | 20 |
| Over-all Total | All localities | 50 | 100 |

Headteachers were asked on what an appropriate curriculum should be. In Lusaka District, 16 out of 50 (32%) headteachers from the high, medium and low density area schools recommended the Zambian grade one curriculum to be appropriate for the ECE sector, while 6 out of 50 (12%) headteachers from the high, medium and low density area schools recommended the curriculum from outside Zambia to be appropriate. Yet, 12% of headteachers from the

high density area schools and 8% of headteachers from the medium density together with 16% of headteachers from low density area schools said that an appropriate curriculum should be the one that made most of the pupils pass the examinations at the end of every school-term. About 8% of headteachers from the high density area, 6% of headteachers from the medium density together with 6% of headteachers from low density area schools revealed that it was very difficult for them to know what would be deemed to be an appropriate curriculum.

Table 20: Headteachers’ awareness of the policy regarding the running of the ECE sector in Zambia (Chongwe District)

| Response | Frequency | % |
|--------------|-----------|-----------|
| Yes | 5 | 25 |
| No | 11 | 55 |
| Total | 16 | 80 |

In Chongwe District, 5 out of 16 (25%) headteachers acknowledged that they were aware of the policy regarding the running of the ECE sector in Zambia, while 11 out of 16 (55%) headteachers were ignorant about the policy regarding the operation of the ECE sector in Zambia. They complained that if at all the policy was in place there would have not been any problems in having an appropriate curriculum.

Table 21: Headteachers' awareness of the policy regarding the running of the ECE fraternity in Zambia (Lusaka District)

| Response | Locality of Respondents | Frequency | % |
|-----------------------|--------------------------------|-----------|------------|
| Yes | High density | 9 | 18 |
| | Medium density | 15 | 30 |
| | Low density | 11 | 22 |
| Total | | 35 | 70 |
| No | High density | 7 | 14 |
| | Medium density | 4 | 8 |
| | Low density | 4 | 8 |
| Total | | 15 | 30 |
| Over-all Total | All Localities together | 50 | 100 |

In Lusaka District, 35 out of 50 (70%) headteachers acknowledged the presence of the policy regarding the running of the ECE fraternity in Zambia. However, the headteachers complained that the policy was of no use due to the fact that the ECE sector worked without it. Yet, 15 out of 50 (30%) headteachers did not know that the policy regarding the running of the ECE sector in Zambia existed.

Challenges from Headteachers about lack of ECE common curricula in Zambia

As for the challenges, the headteachers in Chongwe and Lusaka Districts revealed that they had a number of challenges existing in their fraternity,

some of which were that some pupils left their schools prematurely. This meant that such children left their schools without completing a certain level.

The other challenge was the failure to have enough room space for children of all ages. More so, lack of a common curriculum is also a challenge. This was so because some ECE institutions had failed to procure a syllabus of some kind as alluded to by some teachers.

Recommendations from Headteachers

It was recommended that the government through the MOE should start sending standards officers to nurseries and pre- schools for the institutions to have a standard level required (yardstick). Furthermore, the government should come up with a clear nurseries/ pre-schools` policy and should involve various stakeholders so as to ensure its success. The government should introduce a common/appropriate curriculum for the ECE sector.

Findings from the Ministry of Education Officials

Awareness of the kinds of curricula nurseries / pre-schools use in Zambia

The interview with Education Managers at Lusaka Provincial Education Office (PEO), Lusaka and Chongwe DEBS Offices, Ministry of Education Headquarters Official and Curriculum Development Centre Official showed that they were not aware of a specific kind of curriculum nurseries / pre-schools use in Zambia. And being the fraternity responsible for education in

the whole country, they knew that there was no common curriculum for such institutions. This meant that there were various kinds of curricula and each institution used its own curriculum. Further findings from the CDC official showed that only a fraction of ECE institutions had access to a MOE old syllabus. As a Ministry, the CDC official narrated that:

Upon being given the mandate to start running the ECE fraternity, in 2005, we did a baseline survey from where it was observed that very few centres were using the CDC old syllabus which was not mandatory for every nursery/ pre-school to use. Other ECE institutions were using the South African syllabus, some were using the syllabus from the United States of America, and others were using grade one (1) syllabus / books. While other ECE institutions were using anything that the owner of the institution or teachers managed to lay their hands on. To make matters worse, it was discovered that some of the centres also took the Day Care Children who were as young as months old without the correct training, facilities, and materials. This meant that they needed guidance from CDC.

Appropriateness of the nurseries/ pre-schools` Curricula in Zambia

The Ministry of Education Officials from Chongwe and Lusaka Districts disclosed that they were not in a position to know whether the ECE curricula in use were appropriate or not. This was as a result of the MOE officials failure to deal with the ECE fraternity ever since. However, some of the Ministry of Education Officials revealed that every ECE institution did whatever they felt like doing. The CDC official explained that, according to the carried out baseline survey (2005) on the ECE institutions, the nurseries / pre-schools programmes were done upharzardly and as per liking of an individual

institution. This meant that there had never been any measures of control (standards) from the Ministry of Education. The CDC official, further more, explained that:

One would notice the inappropriateness of the curricula in use by seeing the places where some of their centres are/were built. This showed that there were no guidelines to be followed. As a result, we noticed that many of the proprietors did not mind about the kind of standards the ECE fraternity should have instead they take it to be more of a business.

Early Childhood Education Teaching -Learning Materials

As noted by teachers and the headteachers of nurseries and pre-schools there was no common curriculum for the ECE institutions, in both Chongwe and Lusaka Districts, the Ministry of Education Officials acknowledged that the lack of a common and appropriate curriculum had resulted into various and different nurseries/ pre-schools getting any learning/teaching materials from anywhere else without any consideration of the child's age. It was in this regard that most of the Ministry of Education Officials revealed that they did not have any idea about the kind of materials needed to be used by the 0-2, 3-4 and 5- 6 year old children. However, the CDC Official revealed that as an office they had an idea about the kind of materials the 0-2, 3-4 and 5-6 year old children were required to use. It was disclosed that the materials were not yet developed because:

as a normal procedure in "Curriculum Development", there was need to start with the syllabus from which the teaching/ learning materials were to be based (correspond). This is what has led to the CDC `s failure to come up with the ECE learning/teaching materials.

Monitoring of ECE institutions by Education Managers

All of the Ministry of Education Officials who were interviewed in both Chongwe and Lusaka Districts agreed that there had never been any kind of monitoring done to the ECE institutions so that there could be some measure of control and help in any way possible to such entities. This means that ECE institutions need guidance from MOE which is a mother body to the entire education fraternity in our country. The Ministry of Education official from CDC explained that:

We have never been in the field to monitor the ECE sector. And that we never send our school inspection teams to the ECE fraternity because we do not deal with them directly. As a Ministry, we do not have the mandate and more so the guidelines to follow for us to use when visiting these institutions.

Official Curriculum from the Ministry of Education

A Ministry of Education official from MOE Headquarters revealed that he was not aware of any ECE official curriculum from the Ministry of Education. He went on to say that:

We do not know anything concerning the ECE official curriculum because as at present (August, 2008) the ECE sector is under the Ministry of Local government and Housing (MLGH). And that if at all, the ECE official curriculum from the Ministry of Education was available, we do not think that the ECE sector would have had different and inappropriate curricula. But for any more information needed, it is the Ministry of Local Government and Housing to have such data.

However, a CDC official revealed that, "there is only an old and out-dated ECE curriculum for the 3-6 year old children which has never been mandatory".

Ministry of Education Policy

The Ministry of Education officials from both Chongwe and Lusaka Districts were aware of what the 1996, Educating Our Future, policy said in relation to the ECE curriculum. However, they noted that the government had failed to perform its duty concerning the development of the ECE curriculum as per the 1996 policy's tabulation. One MOE official complained that:

the government up-to date has failed to come up with the central and common ECE curriculum. To solve such a situation, we feel that there is an urgent need to put in place a strongly enforced policy of administration which would provide a basis on which the ECE fraternity could strengthen itself, with expected impacts and targets.

But it was revealed to the researcher by the MOE official that, "as at August, 2008, the Ministry of Education had already been mandated to start looking into the ECE sector's affairs and that it was given a go ahead to prepare a policy which had by then reached the fourth draft".

Summary

Findings

- the study revealed that the nurseries and pre-schools did not have a common and appropriate curriculum.
- the interviews with the Ministry of Education officials from both Chongwe and Lusaka Districts revealed that the nurseries and pre-schools taught anything to any age/ level of the children.
- however, the Ministry of Education officials appreciated the presence of the ECE sector. The reason being that despite the

ECE sector lacking the common and appropriate curriculum, it has been functioning.

Challenges from all the Respondents

- It is difficult to make many people understand and appreciate the ECE sector.
- Existence of untrained personnel in the sector.
- Lack of set standards in the ECE fraternity.

Recommendations

As for the recommendations, the respondents recommended that:

- the government should come up with a clear policy and guidelines on the ECE sector.
- For the nurseries/ pre-schools' education to succeed, there is need for the Ministry of Education to make sure that the teaching/ learning materials are developed, and made available to the ECE institutions.

While chapter four (4) has presented the research findings, chapter five will discuss the findings under the headings drawn from the objectives of the research.

CHAPTER FIVE

DISCUSSION

Introduction

Chapter four (4) has presented the research findings. Chapter five discusses the findings under the headings drawn from the objectives of the research.

The first objective was to find out the kinds of curricula nurseries/ pre-schools were following

In addressing this objective, as to what kinds of curricula nurseries and pre-schools in Zambia were following, this objective was interpreted in almost a similar way in both Chongwe and Lusaka Districts during the survey time. The study revealed that nurseries/ pre-schools used various kinds of curricula. The findings are consistent with the ABC Home Preschool which offers different kinds of curricula to various nurseries and pre-schools. The ABC Home Preschool understands how difficult it is to decide upon the perfect pre-school curriculum for young children. And because of such, the ABC Home Preschool offers separate Preschool Curricula for 2 year olds, 3 year olds, and 4 through 6 year olds. It also advises early years educators not to settle for a preschool curriculum that combines all the ages into one Preschool Programme (ABC Home Preschool, 2005).

This makes one feel that the advice from ABC Home Preschool of not settling for a preschool curriculum that combines all the ages into one

preschool programme might not be helpful. This is so because some of the ECE institutions might find the curriculum that combines all the ages into one favourable; and that such a curriculum might make them find it easy to decide upon the perfect pre-school curriculum.

Literature review has shown that Zambia is one of the third world countries that have had a centralized system of education which emphasizes uniformity, central planning and supervision (Hawes, 1979). However, the results of the findings from both Chongwe and Lusaka Districts, showed that the Zambian government had failed the ECE fraternity in terms of the provision of the ECE common and appropriate curriculum. The results, further, showed that lack of provision of the ECE common and appropriate curriculum had led the ECE fraternity to use different curricula of various places. This is proven by both the Educational Reforms of 1977 and the Educating our Future Policy of 1996 having shown that the ECE materials and facilities were just described and not prescribed for the purpose of guiding the providers. The findings are not consistent with what was reported by UNESCO, (2004:9) that, "Since 1990 young children have been "reborn" and reconceptualized as citizens in their own right". And further, observed that young children, "particularly those from birth to school-entry age, were largely invisible in most African policy documents, subsumed within broader designations of "children" or "families".

It was apparent from the study that the ECE fraternity was using various curricula such as the South African, U.S.A, grade one syllabus, MOE (CDC) and the unspecified curricula. As a result, teachers and headteachers, for example, the ones using the ECE South African and United States of

American curricula confirmed that their curricula by August, 2008, still contained a lot of items that were not indigenous. This had been a hindrance to some of the children's performances because some of the schools that used such curricula were initially established to provide an international education to students from the international and local communities in Zambia. The findings are in line with the International School of Lusaka's annotations that state that the student body consisted of forty- six (46) nationalities. Such a situation would have not allowed foreign items, for example, items such as snow and other foreign items which were not found in Zambia, to be removed. This is so because such items needed to be there for the sake of other students' nationalities (The International School of Lusaka, 2008).

In the same vein of the various curricula in use, teachers and headteachers using the Zambian grade one (1) syllabus, confirmed having been using such a syllabus due to failure of finding alternatives to use. Nevertheless, they were very much aware that what they were giving to the nurseries and pre-schools' children had an adverse impact on the children since the syllabus was meant for grade ones. Teachers in such ECE institutions revealed that their interests were to teach children what the grade one syllabus stipulated which emphasized literacy and numeracy (the 3 R's) as distinct curriculum areas. These findings are against Jones' (2005:1) idea of an appropriate curriculum. She writes that there are:

many experienced homeschoolers and other educators who feel that there are certain kinds of activities that are much more important and appropriate in early childhood than studying the 3R's -and that to establish a structure that emphasizes the 3R's at that age can actually be detrimental.

More so, the outcome as over-concentration on formal teaching (3 R's) is what many early childhood specialists in England have been concerned with in relation to raising the ECE standards. It has led to the debate that has been going on between the policy makers, who emphasize school effectiveness, and the early childhood specialists, who focus on a developmentally appropriate curriculum (Anning, 1998).

One of the various and different kinds of curricula in use recommended by the study was the MOE/CDC framework. Teachers, headteachers and MOE officials aware or/and using the MOE/ CDC framework, explained that it was outdated in that it was prepared a long time ago (1987) without being updated. And since society is moving very fast, the MOE framework also needed to be updated so as to catch up with what was going on in our society to date. For example, some teachers revealed that cell phones, videos, computers and many other words were not in the MOE/CDC framework vocabulary. Yet, the prominence in the old pre-school curriculum (MOE/CDC framework) was based upon knowing how to speak elementary English and counting. This is confirmed by the pilot project survey done by the ZPA (1975:23) which points out that, "the emphasis in the pre-school curriculum is upon learning English, counting, doing Maths and discipline." Other than that, the latest information is that MOE has been mandated to oversee and run the ECE fraternity of which in its Annual Work Plan for 2009, there is provision on working on ECE curriculum.

Further more, the study revealed that some teachers using unspecified teaching/ learning materials alluded to the fact that as teachers they just believed in occupying their school children with something (making the children busy) because the owners of the ECE institutions together with their

teachers did not know from where to get the curricula. Such institutions were mainly found in the high density areas which catered for the largest proportions of the population. And it was revealed that the owners of such nurseries and pre-schools did not have any ideas on how to run schools such that at one time they just ran out of ideas on the type of business to start which ended them with the nurseries/pre-schools' business.

And because of such a situation, the study found out that to open up a nursery or a pre-school in Zambia, it took one to just obtain a license from the council whose decision was normally biased towards ensuring that matters like water and general sanitation had been satisfied which were also compromised. These findings are in line with what Mr. Mulenga the then former education minister, who was quoted by the tabloid "Times of Zambia" of the 19th November, 2008, entitled "Pre-school education becomes big business" bemoaned about. He was complaining about the nurseries and pre-schools' statuses in the whole country (Zambia). More so, what happened on the 4th February, 2009, at "Muvi TV, Z Kids News" also provided evidence to the findings in that a surprise closure of some of the nurseries and pre-schools in Chelston by the Lusaka City Council Health Inspectors was conducted. Dolly Dora, Salvation Army Church and Reformed Church in Zambia nursery and pre-schools which were some of the ECE institutions mentioned to have had operating without health services (poor sanitation and failure to have running water from the taps) were closed with immediate effect.

It was also evidenced from the results of the teachers and headteachers interviewed from the rural, low, medium and high density area schools that due to various and different kinds of curricula, most parents had had much influence on their children's school work. In most such instances, it was

reported that most parents whose children were 1-2 year old, expected their children to speak fluent English and show their parents written work whenever they went back home. This was so because parents compared their neighbours' children's behaviour and school performance to that of their children going to other nurseries/ pre-schools whose curriculum offered was different from the former. This had often times led to transferring children from one school to the other within the term (what the headteachers called as one of their challenges). However, it could be argued that the reason for such parents' failure to understand the way nurseries/pre-schools worked could have been that such parents lacked knowledge of what it meant by a child's whole development. The researcher's assertion confirms what a number of studies (which include UNICEF, 2002; Young, 1985, NAEYC, 2003) have shown in that every child needs a holistic development such as the cognitive part, emotional, intellectual, physical, mental, moral, spiritual, psychological and social foundations upon which children's futures are built.

Besides, the study uncovered that, due to nurseries/ pre-schools offering different kinds of curricula, most teachers, headteachers and MOE officials from both Chongwe and Lusaka Districts were aware of lack of set standards needed to suit different levels of children. On the other hand, we might argue that there are some curricula within and outside Zambia that have had individual set standards to suit different levels of children. This contention is supported by Baltimore (2007:2) who wrote that, "the Maryland State Department of Education (MSDE), responsible for Early Care and Education programs through out the State, is providing a state- recommended list of early childhood curricula for Child Care Centres, Head Start Programs, and Nursery Schools" which has individual set standards to suit different

levels of children. More so, "Maryland is joining other states which have established a state- recommended list of pre-school curricula".

The study exposed that various and different kinds of curricula nurseries/ pre-schools were using had some negative impact on children's school performance and lives in totality. This is so because some children, for example, lost interest in school while young because of being given wrong work which did not interest them at all. This has had an effect on the mentioned children's minds. Also, some children were reported injured in the process of doing some of the activities that would have not been done at their level. This, in some instances, had resulted in some children remaining incapacitated. These findings are consistent with Jones (2005), who explains in some depth why she feels that certain common educational practices for pre-schoolers and kindergarteners are not only inappropriate but also harmful.

In case of such alternatives, the researcher feels that it takes one to realize that in a situation where there are various and different curricula in use, competition is inevitable. And because of such, some ECE institutions might think of doing certain things in the name of being praised while in the actual sense they are destroying in terms of failure to consider what was to be taught to what type and level of children. By the type of children, we mean that some curricula such as the U.S.A one cannot be taught to the underprivileged children who lack a lot of ECE equipment, learning and teaching materials in their homes.

The second objective was to find out the sources of the nurseries/ pre-schools' curricula in use:

In terms of the sources of the curricula being followed by the nurseries/ pre-schools in Zambia, the results from the survey had made known that the majority of the teachers, headteachers and MOE officials (respondents) from both Chongwe and Lusaka districts got their curricula from various and different places. For example, some respondents said that they got their curricula from the USA, South Africa, MOE, and CDC. At the same time, some respondents revealed that, the source of their curricula was not specific.

Some of the teachers and headteachers that disclosed that their curricula were unspecific explained that whatever they came across was picked and taught to their school children. They, additionally, explained that it was an on-going process in their daily working lives looking for what to teach. Ailwood (2003:31) observes that, "it is important to be vigilant about the circumstances and discourses which produce a key place for play in curricula", quoted in UNESCO (2003/2004).

The survey had confirmed that the sources for the nurseries/ pre-schools' curricula were from various and different places. However, it being so, what was to be noted and guarded against was the appropriateness of the sources of the curricula in use as has been observed by Ailwood. This is so because even in other countries, some places use curricula whose sources are not only from different entities but that are also from recognized and renowned institutions. Similarly, annotations by La Petite Academy (2008:4) stated that:

the strength of the curriculum is really what separates
the best childcare providers from the rest. Our
curricula are created by our own Education

The third objective was to establish the appropriateness of the nurseries and pre-schools' curricula being offered:

From the survey, the researcher wanted to establish the appropriateness the nurseries/ pre- schools' curricula had. The results from Chongwe and Lusaka districts showed that some views of the teachers, headteachers and MOE officials about the appropriateness of the curricula were negative while others were positive. Most of the teachers, headteachers and MOE officials (interviewees and respondents) complained that the curricula in use were not appropriate. Most of the teachers, headteachers and MOE officials (interviewees and respondents), however, explained that lack of the nurseries/ pre- schools' appropriateness of the curricula, to a greater extent, was influenced by lack of nurseries/ pre-schools' common and appropriate curriculum. These findings were similar to the situation occurring in Mozambique where its Ministry of Education (MOE) fails to foresee a large role for the state in direct provision of pre-school education programs. This has made the quality of pre-school education programs to suffer very much. One among other outstanding factors is that the country has no national early childhood development curriculum. However, with the Mozambique situation, it is being helped in a way because there is an organization called the "Save the Children" which has the ECE program and has taken up the interest of the Early Childhood Education with interest (MOE, 2008) by spear-heading the ECE programs in that country. But such is not the case for Zambia.

This could be argued that it was not only lack of nurseries/ pre-schools' common curriculum that contributed to lack of the appropriateness in the curricula but also the type of the whole system of education Zambia has had. It is so because the official government policy stipulated that is admittance to primary school is on a first-come-first served basis (ZPA, 1975). This means

that with the Zambian education system the ECE does not play any role to children's admittance to grade one and that the ECE sector does not have any direct links with primary schools which receive their graduates. And because of lack of direct links of primary schools to the ECE sector, parents are always in a dilemma to knowing their children's next stage as from the reception/ pre-primary grade. Hence, the decision of such parents taking their children to nurseries/ pre-schools with a thought that their children would have an added advantage for them to be accepted to primary schools.

The study also revealed that, in Zambia, lack of ECE common and appropriate curriculum had led to lack of ECE specific and age appropriate equipment and teaching and learning materials. This is so because some teachers and headteachers mentioned the building blocks and letterland shapes which had no specific grade on which to be used and that they were the ones found in shops to help in teaching the ECE children. More so, they mentioned the paints for creative activities. Some teachers revealed that most paints for creative activities were very expensive to be bought by all ECE institutions, particularly the ones without enough money which seemed to be in the majority. The 50% of teachers in Chongwe added on that some of the rural area schools, for example, used fluids from various leaves/ flowers/fruits. But most of the leaves/ flowers/fruits were seasonal. This meant that such rural schools were left with no option other than to teach without such paints for a certain period of time in a year. And that no MOE official interviewed was aware of such a situation. These findings are consistent with the "Save the Children" and partners of Mozambique who have developed a volunteer teachers' training curriculum that emphasizes using low-cost local materials to make books, games and toys to help young children "learn by doing." The curriculum promotes the four pillars of young children's physical, social,

emotional and cognitive development. Save the Children is also seeking to influence the national ECE policy and programs, based on the community experiences (MOE, 2008).

Further investigations revealed that the CDC official attributed the lack of ECE specific and age appropriate equipment and teaching and learning materials to lack of institutions in lead to providing such materials. And because of such a situation, the CDC official complained that there had never been any institution that has had confidence in the market for it to provide ECE equipment and teaching /learning materials as has been with the basic schools' supplies. She, further, went on explaining that, not until the MOE leads in providing such materials, having been given the mandate to do so, might give confidence to the would be providers that the market might open up. Meanwhile, there has never been any ECE specific, age appropriate equipment and teaching /learning materials in Zambia.

In addition, most teachers and headteachers interviewed from both Chongwe and Lusaka Districts complained that lack of the ECE curricula had also led to not knowing the kind of space an institution needed to have. It was pointed out that if at all the curricula were appropriate; the issues including that of the kind of space needed by different levels of the children would have been well tabulated. Meaning that there should have been some set standards in terms of the number of square metre per child. For example, due to lack of enough space, during this study's time, it was established that some nurseries/ pre-schools, in the medium density areas visited had made arrangements with their classes in such a way that the grades alternated in going out for break. This meant that they released the 0-2 year olds for break first. After the 0-2 year old children's break was over, then the 3-4 year old children were let to go out for break. This went on with the other classes up to the last grade.

However, this resulted into an issue of noise making to other pupils who would be in class at that time. Because of such, one would not rule out the assertion that once it was break time for pupils in such schools, the rest of the pupils in classes during those particular times failed to have much concentration while in their classrooms. More so, since the rooms were smaller than the number of children they would have held, the teachers complained that the rooms lacked enough light that affected each and every child's sight in such schools.

One other thing noted with schools that lacked enough space was that most of them had also the basic section up to grade nine.

With such a background, it was most noticeable during the study that majority of the nurseries and pre-schools in Zambia offered both early childhood and basic education. This scenario should have given concern to the government and all the partner ministries responsible for the children's affairs, especially that the first years of a child's life are a crucial development period. And that the nurseries and pre-schools have had an important role to play in school development because they provided opportunities not easily available in homes.

Recognizing that it does not help to have both early childhood and primary or basic education at one premise, Young-Ihm Kwon (2007), reports that in England, five women inspectors from the Board of Education investigated the admission of infants to elementary schools as well as the curriculum used to instruct them. These inspectors reported the inappropriateness of such provision for these young children and recommended that children under the age of 5 should have separate facilities and a different teaching approach from older children. As a consequence of this report, children under five (5) years old were officially excluded from elementary (primary) schools.

There was also evidence from the MOE officials interviewed in this study that lack of the appropriateness in the curricula led to the ECE sector's failure to experience any act of monitoring. This was so because the policy was not clear on who should do what in the area of ECE in relation to monitoring standards. In addition, apart from the MOE officials not having the mandate and structure to support the growth of ECE in terms of monitoring, there had never been any other institution to monitor the ECE fraternity at large.

On the contrary, the other group of teachers and headteachers (respondents) from Chongwe and Lusaka Districts held that the curricula in use were appropriate; and that these respondents did not find anything difficult with either their work or the children's responses. According to these respondents, in whatever circumstances, it was normal for some teachers and children to find difficulties with their work at one time or the other.

In response to such sentiments, some of the respondents retaliated that it was also possible for one to say that the curricula were appropriate but going by the actual events one would have learnt that the curricula in use would have been inappropriate. In the same vein, some teachers using the U.S.A and the South African curricula explained that, their curricula could have been deemed appropriate while it was not; meaning that at their schools most teachers and pupils did not seem to have had problems with class work. But such state of affairs came about because most pupils taught at such schools were from well to do families that already had the ECE facilities and teaching/ learning materials readily available in their homes. This meant that such children went to schools so as to consolidate on what they already had known. As a result, 96% of these teachers revealed that, in fact, most of such

children were taken to schools for the sake of keeping them busy with school work while their parents were also busy with other chores outside their homes. And further more, teachers observed that such children were taken to schools so as to interact with other children.

One interesting thing in the available evidence in this study suggested that whatever sources or kinds of curricula the ECE fraternity has had, the existing nurseries/ pre-schools in rural, high and medium areas seem to have had the same problems in finding the appropriate curriculum, as is the case in some of the nurseries/ pre-schools found in low density areas.

From the findings discussed under the headings drawn from all the objectives of the research, mostly, the survey's findings do not tally with what is in the conceptual framework. This is so because nurseries/ pre-schools in Zambia use various curricula which they never devised themselves but gotten from somewhere else. This means that in Zambia the ECE curricula in use are based on the norms of other children from where the curricula were devised. And those curricula had not taken into consideration what Froebel (1845) wrote. He wrote that, "individual differences in interests and capabilities should be considered in devising a curriculum and that any educational curriculum had to be related to the child's own experience", quoted in McCarthy (1952:6). He further more cautioned the world to let life, "unfold from within". By this, he meant to say that if people were to allow for life's development then they must respect its integrity and provide the necessary conditions which, in most if not all cases, the findings have failed to be in line with.

In sum, Chapter five has discussed the findings under the headings drawn from the objectives of the research. The next chapter concludes on the findings of the research and makes recommendations based on the findings.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents concluding remarks and recommendations based on the major findings of the study.

Conclusion

In conclusion, it has been observed that teachers, headteachers and the Ministry of Education officials in Lusaka and Chongwe Districts had accepted that there were various kinds of sources of curricula being used in different nurseries and pre-schools in Zambia.

Furthermore, even though the nurseries/ pre-schools education provision was guided by the education policy document, *Educating Our Future (1996)*, whose policy focuses on equitable access to quality education at all levels, it was eminent that the policy had tremendously failed the ECE sector in terms of setting up a common and appropriate curriculum.

The study also revealed that the various kinds of ECE curricula in use were not appropriate; therefore, as a result, this brought in a lot of confusion in the ECE sector. This means that each nursery and, or pre-school had its individual way of doing things. This resulted into some factors that were found to be impeding negatively. One of these was lack of set standards in most nurseries and pre-schools leading to parents transferring children from one school to the other within the term.

The other negative effect resulting from lack of common/ appropriate curriculum was that some of the various and different kinds of curricula were not gotten from the recognized and renowned institutions leading to children being taught irrelevant materials.

The results also showed that lack of common/ appropriate curriculum, resulted into lack of specific and age appropriate teaching and learning materials for the majority of the nurseries and pre-schools.

It was further revealed that, in Zambia, it did not only matter the kind of curricula children were following at ECE level or whether the sources of such curricula were appropriate or not, and, more so whether the children were taken to rural, low, medium or high density area nurseries/ pre-schools. The end result was that all such children together with those who did not even attend nurseries/ pre-schools, at one time or the other, ended up going to primary, secondary and high schools that used only one curriculum. Hence, the relaxation by the government in setting up an ECE common/ appropriate curriculum for the past years.

Recommendations

The recommendations made are based on the findings and conclusions discussed above.

a) Recommendations to the Ministry of Education

- There is an urgent need for the Curriculum Development Centre (MOE) to

come up with a common, national and appropriate nurseries/ pre- schools' curriculum for Zambia.

- Now that the MOE has been given the mandate to oversee and run the ECE sector, it should start monitoring ECE as has been done with other levels of education in Zambia.

The majority of the respondents revealed that there were many factors that were found to be impending negatively on the ECE sector due to lack of common/ appropriate curriculum. In view of this, as the curriculum is being formulated by the MOE, among its priorities, there is need to set standards for the ECE fraternity.

- For the nurseries and pre-schools' education to succeed, there is need for the MOE to make sure that the age appropriate teaching and learning materials are developed, and made available to the ECE institutions.

b) Recommendations for Future Research

The future study should compare the performance in primary school of pupils who attended pre-school and those who did not.

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APPENDIX A

QUESTIONNAIRE FOR NURSERY AND PRE- SCHOOL TEACHERS

INTRODUCTION

The research intends to find out the kind of curricula nursery and pre-schools are following. As a nursery or pre-school teacher, you have been purposively selected as a participant in this study/exercise. Please respond by ticking (✓) the appropriate response(s) from the alternatives given or by writing the responses in the spaces provided where applicable.

Information obtained from this questionnaire shall be treated with the highest confidentiality and used for academic purposes only. Please answer each question as frankly and as truthfully as possible. DO NOT WRITE YOUR NAME.

PART I

NAME OF SCHOOL: _____

DISTRICT: _____

| | | | | |
|-----------|-----------|--------------------------|----------|--------------------------|
| LOCATION: | 1. Rural | <input type="checkbox"/> | 2. Urban | <input type="checkbox"/> |
| SEX: | 1. Female | <input type="checkbox"/> | 2. Male | <input type="checkbox"/> |

PART II

1. What is the enrolment of your class?

2. How favourable/ prepared is your classroom environment?

1. Very favourable ☐

2. Favourable ☐
3. Unfavourable ☐
4. Very unfavourable ☐

3a Is there parental involvement regarding what their children should learn or do?

1. Yes ☐
2. No ☐

3b. If Yes, who is involved?

1. Mother ☐
2. Father ☐
3. Both ☐

4. What materials do you use to teach?

1. 0-2 year olds?

2. 3-4 year olds?

3. 5-6 year olds?

5. What curriculum do you use at your institution for the:

1. 0-2 year olds

2. 3-4 year olds

3. 5-6 year olds

6a. How do your pupils find the curriculum taught?

1. Enjoyable

☐

2. Difficult

☐

6b. If with difficulties, what have you done about it?

7. Is the curriculum appropriate to your children?

1. Yes

☐

2. No

☐

8. Who provided the curriculum (source) you are using?

9. What is your opinion of the curriculum being offered in your nursery or, and pre-school?

10. What should be an appropriate curriculum?

APPENDIX B

QUESTIONNAIRE FOR THE NURSERY AND PRE- SCHOOL HEADS. INTRODUCTION

The research intends to find out the kind of curricula nursery and pre-schools are following. As a nursery or pre-school manager, you have been purposively selected as a participant for this study/exercise. Please respond by ticking (✓) the appropriate response(s) from the alternatives given or by writing the responses in the spaces provided where applicable.

Information obtained from this questionnaire shall be treated with the highest confidentiality and used for education research purposes only. Please answer each question as frankly and as truthfully as possible. DO NOT WRITE YOUR NAME.

PART I

NAME OF SCHOOL: _____

DISTRICT: _____

LOCATION:

1. Rural

☐
☐

2. Urban

☐
☐

SEX:

1. Female

2. Male

PART II

1. What is the enrolment of your school?

2. How favourable/ prepared are your classroom environments?

1. Very favourable

☐

2. Favourable

☐

3. Unfavourable

☐

4. Very unfavourable

☐

3. Is there parental involvement regarding what their children should learn or do? ☐ Yes 2. ☐ No

4. What materials do your nursery or, and pre- school use to teach?

1. 0-2 years olds?

2. 3-4 years olds?

3. 5-6 years olds?

5. What curriculum do you use at your institution for the:

1. 0-2 years olds

2. 3-4 years olds

3. 5-6 years olds

6. Do you think the curriculum is appropriate? 1. Yes ☐ 2. No ☐

7. What should be an appropriate curriculum?

8. What is your opinion of the curriculum being offered at your institution?

9. Is there any official curriculum from the Ministry of Education?

1. Yes ☐

2. No ☐

10. Is there a policy regarding the running of the nursery or, and pre-schools?

1. Yes ☐

2. No ☐

11. How many times are teachers inspected by the school management or standard officers to ensure that the curriculum is followed strictly?

12. Is the institution a member of the Pre-School Association of Zambia?

1. Yes ☐

2. No ☐

13. Does the Association provide you with the curriculum to run your institution?

1. Yes ☐

2. No ☐

14. What are some of the major challenges you are facing in your day to day running of your nursery or and pre-school?

APPENDIX C

INTERVIEW SCHEDULE FOR HEADS OF NURSERIES/ PRE-SCHOOLS.

PART I

You were selected to participate in this research by virtue of your being Head of the nursery and/or pre-school in the catchment area.

PART II.

1. What is the enrolment of your school?
2. Is there parental involvement regarding what their children should learn or do?
3. What kind of curriculum do you use at your institution for the 0-2, 3-4 and 5-6 year old children?
4. What materials are used to teach 0-2, 3-4 and 5-6 year old children?
5. Where did you get the curriculum that you are using to run your institution?
- 6a. Is the curriculum appropriate to the specific ages?
- 6b. If not what is the appropriate one?
7. Is there any official curriculum from the Ministry of Education?
8. Is the institution a member of the Pre-schools Association?
9. Are you aware of any policy concerning nursery and pre-schools?
10. What are some of the major challenges you are facing in your day to day running of your nursery or and pre-school?

APPENDIX D

SCHEDULED INTERVIEW QUESTIONS FOR THE MINISTRY OF EDUCATION OFFICIALS (CURRICULUM DEVELOPMENT CENTRE OFFICERS (TED), DIRECTORATE OF STANDARDS, PROVINCIAL EDUCATION OFFICER, DEBS, AND HEADQUARTERS OFFICER)

1. Are you aware of the kind of curricula nurseries/ pre-schools in Zambia use?
2. If yes, what curricula are used in nurseries and pre-schools?
3. Do you think the curriculum/ curricula used is/ are appropriate to the nurseries and pre-schools going children?
4. What should be an ideal curriculum in nurseries and pre-schools for the three phases?
5. What has been your observation on the nurseries and pre-schools' curricula in Zambia?
6. What materials are nursery and pre- schools supposed to use to teach 0-2, 3-4 and 5-6 year old children?
7. How often are the nursery and pre-schools visited by you?
8. Is there an official curriculum from the Ministry of Education?
9. What does the policy say about the nursery and pre-schools in Zambia?
10. Who are responsible organs in the country for running nurseries and pre-schools?

APPENDIX E

INTERVIEW SCHEDULE FOR NURSERY AND PRE- SCHOOL TEACHERS

1. What is the enrolment of your class?
2. How favourable/ prepared is your classroom environment?
3. What curriculum do you use at your institution for the
0-2, 3-4 and 5-6 year old children?
4. What materials do you use to teach the above categories of children?
- 5a. How do your children find the curriculum taught?
- 5b. If with difficulties, what have you done about it?
6. Who provided the curriculum (source) you are using?
7. What is your opinion of the curriculum being offered at your
nursery/ pre-school?
8. Is the curriculum appropriate to your children?
9. How often are you visited by the standards` officers?
10. Are you aware of any policy concerning nursery and pre- school?