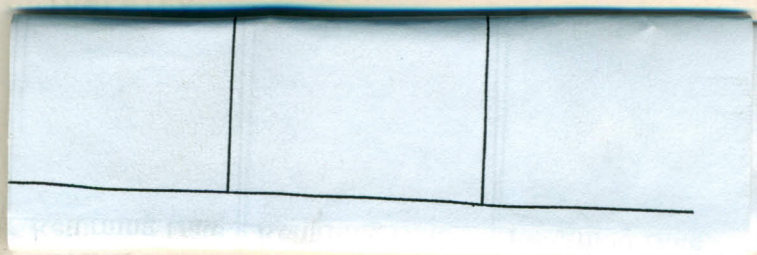
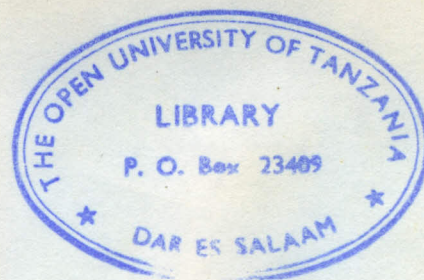


**THE ANALYSIS OF THE PRESCHOOL CURRICULAR
IN TANZANIA: IMPLICATIONS FOR A
NATIONAL CURRICULUM**



BY



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ABSTRACT

The purpose of this study was to examine the current preschool curricular and its implications for a broad based national preschool curriculum. The study was guided by five objectives namely to: examine the types of existing preschool curricular; their content; the strength and weaknesses; problems inherent in the curricular and the link between preschool activities and the primary one curricular.

The study was conducted in Dar es Salaam and Zanzibar preschools. The sample comprised of 51 respondents including the Director of Primary Education in the Ministry of Education, the Director of Nursery, Primary and Middle Schools in Zanzibar, Curriculum Developers, Inspectors, heads of schools and teachers. The data was collected through documentary analysis, interviews, questionnaires, a checklist and observation.

The findings indicated that there were nine types of curricular based on ownership. These comprised those prepared by the Ministry of Education Zanzibar, the Aga Khan, the Tanzania People's Defence Forces, Parents Committees, Religious groups and various individuals. There were basically two types of curricular - the professional and non professional developed curricular. The professional curricular included those developed by the

Department of Educational Research and Curriculum Development, the Montessori and the Aga Khan. The academic activities and skills taught by the majority of preschool curricular were reading, writing and counting while non academic activities were religion, general science and plays. Some of the schools used primary one syllabuses, therefore their activities were not strongly based on early childhood principles and structure. The varying nature of the curricular created one of the problems while the other problem was attributed by shortage of materials and facilities.

Some of the recommendations from the study included the need for the government to ensure that preschool curricular were developed professionally; that teachers should competently be trained on how to handle both normal and handicapped children; that means of raising funds be devised to support preschools; and that Curriculum Developers should design preschool curricular along broad principles of child development, care, and education so as to have continuity to early primary one; and finally, that there should be a systematic linkage between preschool activities and those in primary one curricular to ensure continuity in the academic process.