



Parents' Involvement in Early Childhood Education Curriculum Development: A Case of Kaskazini 'A' District in Zanzibar

Shehe Abdalla Muhammed*

ORCID: <https://orcid.org/0000-0001-6137-0062>

Department of Early Childhood, Primary and Inclusive Education, State University of Zanzibar

Email: shehe.mohammed@suza.ac.tz

Abdalla Jacob Seni, PhD

ORCID: <https://orcid.org/0000-0003-0904-5267>

Department of Educational Foundation and Continuing Education, University of Dodoma, Tanzania

Email: ajseni@gmail.com

Ignasia Renatus Mligo, PhD

ORCID: <https://orcid.org/0000-0003-0063-2043>

Department of Educational Psychology and Curriculum Studies, University of Dodoma, Tanzania

Email: isemligo1@gmail.com

***Corresponding Author:** shehe.mohammed@suza.ac.tz

Copyright resides with the author(s) in terms of the Creative Commons Attribution CC BY-NC 4.0.

The users may copy, distribute, transmit and adapt the work, but must recognize the author(s) and the East African Journal of Education and Social Sciences

Abstract: This study sought to explore the state of parents' involvement in early childhood education curriculum development in Kaskazini A District, Zanzibar. The study used the qualitative approach in the light of Grassroot Rationale curriculum development model by Hilda Taba (1962). Face to face interviews and focus group discussions were used to collect data from parents, curriculum developers and Pre-primary Education Officers. Results have uncovered that parents were ineffectively involved in the process of pre-primary curriculum development; they were rather involved in curriculum implementation through participating in school meetings to discuss different issues about their children's learning in school and home so as to improve their performance. The study recommends that: Firstly, curriculum development bodies should strengthen involvement activities and ensure that the process includes relevant ideas from all the stakeholders, including the parents. Secondly, parents' involvement should be given priority as it is a way of improving children's learning during the curriculum implementation. Lastly, effective strategies should be employed by curriculum developers to encourage parents' involvement in the process of curriculum development.

Keywords: Parents' involvement in curriculum; early childhood curriculum; early childhood education; curriculum development.

How to cite: Muhammed, S. A., Seni, A. J., and Mligo, I. R. (2022). Parents' Involvement in Early Childhood Education Curriculum Development: A Case of Kaskazini 'A' District in Zanzibar. East African Journal of Education and Social Sciences 3(5)9-17. Doi: <https://doi.org/10.46606/eajess2022v03i05.0214>.

Introduction

For curriculum to be effective and useful to the society, it should be designed to serve the interests of the community with a view towards the future needs of the society. Hence, society which includes

parents, is a powerful influence of curriculum where curriculum designers draw ideas from analysis of social situations (Ornstein & Hunkins, 2018). Curriculum development models have emphasised the important role of society as an important source of curriculum. The Grassroots Rationale model of

curriculum development by Hilda Taba (1962) identified diagnosis of the needs as the first step of curriculum development. In this step, the curriculum developers should identify the needs of the society for whom the curriculum is designed (Taba, 1962). Those needs are identified through consulting different stakeholders, including the parents, and they form the bases for other steps in curriculum development.

The idea of pre-primary education to play a supportive role to children makes it necessary for curriculum developers to take care of societal needs, problems and expectations seriously (Kitta & Kapinga, 2015). An effective pre-primary education programme has to be socially appropriate to contextualise practices so as to reflect the needs of the society. This would help to increase society's support of education since it has been established in their sociological terms. Parents' involvement in the process of pre-primary education increases children's academic achievements and acquisition of literacy and numeracy skills (Mligo, 2017; UWEZO, 2016). To ensure that the curriculum meets parents' expectations, it is argued that parents should better be actively involved as an integral part of curriculum and such involvement should start during the development process (Freer, 2009; Halimah, Margaretha & Mirawati, 2020).

Despite that emphasize, there has been records of ineffective involvement of parents in the curriculum development process in Tanzania. HakiElimu (2011) who studied about the role of parents and their involvement in the curriculum development found that parents in Tanzania were seldom involved. Such situation made parents to be uninformed of what exactly their children were learning in schools and because of that, they were unable to assist their children in their learning process. Kihumbe (2015) revealed that parents in Tanzania were hardly involved in pre-primary school curriculum development because of factors like an inhibitive education system, avoidance of expenses, limited time and poor communication. Additionally, Mligo (2015) found that lack of parental involvement during curriculum development led to different challenges during pre-primary curriculum enactment. And because of that, the curriculum was found not to take into consideration the sociocultural contexts of the children's lives. Reasons given for lack of involvement were parents' little knowledge on education matters.

The problem of inadequate parents' participation in pre-primary education has been equally documented in Zanzibar. Reasons found for less participation of parents were poor awareness, negative attitude towards involvement in academic issues and cultural factors. This has resulted to poor performance in literacy skills to the children in pre-primary schools (Samuel, 2018; Ujudi, 2018). The 2006 Zanzibar Education Policy has not stated well the role of parents' involvement in the process of curriculum development, but it has encouraged their participation in the curriculum implementation through paying for essential school materials, management of resources and total development of the school (MoEVT, 2006). Basing on this situation, this study sought to explore the state of parents' involvement in the early childhood education curriculum development.

Specifically, the study was aimed to answer the following questions:

1. What is the state of parents' involvement in early childhood education curriculum development?
2. Why do parents need to be involved in early childhood education curriculum development?
3. What are the effective ways for improving involvement of parents in early childhood education curriculum?

This study is significant as its findings will inform education policy makers in Zanzibar, especially the Zanzibar Institute of Education (ZIE) and the Ministry of Education and Vocational Training (MoEVT) on the status of the pre-primary education curriculum in relation to parents' involvement.

Theoretical Framework

The study was guided by the Grassroots Rationale Model of curriculum development by Hilda Taba (1962). The model explains the process for curriculum development and argues that there is a definite order to creating a thoughtful, dynamic curriculum. Taba insisted that curriculum conceptions should start with the identification of the needs of the students. Taba's Grassroots model entails seven significant steps: Diagnosis of needs, Formulation of objectives, Selection of content, Organization of content, Selection of learning experiences, Organization of learning activities, and Evaluation and means of evaluation (Taba, 1962). The model emphasizes that curriculum should be designed on the basis of valid criteria, which is the demands for education in a particular society.

According to Laanemets and Kalamees-Ruubel (2013), Taba believed that “the demands for education in a particular society should be studied first” (p. 4). These demands include parents’ expectations and they should therefore be studied first. Taba also paid attention to the selection of the content and its organisation with an aim to provide students with an opportunity to learn with comprehension.

Literature Review

Parents are members of society and important stakeholders in education. Their participation in education is important. Because schools are essential agents of socialization, every society sets up schools in order to introduce their children into the culture and values of the society. Curriculum then becomes a reflection of what people think, what they do and what they believe (McKernan, 2008).

Freer (2009) informs that society has its expectations about the aims and objectives to be considered when designing curriculum. The stakeholders of a school (which include parents) are an essential component in the development of the school curriculum. Therefore, a school curriculum should reflect the collective educational needs of the larger society. Failure to that reflection, the curriculum is deemed to be irrelevant (Mabwe, 2015). Different studies have confirmed that parents in Tanzania are hardly involved in the pre-primary school curriculum development. Different factors, such as inhibitive education system, avoidance of expenses, limited time and poor communication were found to discourage parents’ involvement (HakiElimu, 2011; Kihumbe, 2015; Mligo, 2015).

Different reasons justify the needs for involving parents in the process of curriculum development. The reasons include that parents are normally interested in the well-being of their children and they have knowledge, experience and skills to contribute greatly to the well-being of the children (Malović & Malović, 2017). Halimah, Margaretha & Mirawati (2020) added that the involvement of parents in curriculum development gives parents ability to support their children and expand at home what they learn in school. When the curriculum is developed with the exception of parents’ contributions, the resulting curriculum will cause challenges to parents in understanding their role during its implementation. This should be discouraged because parents have to understand

the curriculum so that they can effectively influence student success through their support (Nyamai, 2021).

Methodology

Approach and Design

The study used a qualitative approach to get in-depth data on parents’ involvement in curriculum development. A case study design was used to explore the involvement practices of parents in the curriculum development process.

Population and Sampling

Population of this study included parents who had children in pre-primary schools from *Kaskazini A* District in Zanzibar. The study area consisted of eighteen (18) pre-primary schools. From each school, two children were randomly selected of which their parents were contacted for data collection. Two pre-primary education officials from the Ministry of Education and Vocational Training and two curriculum developers from Zanzibar Institute of Education (ZIE) were also included. The sample size composed of thirty six parents, two Officials and two curriculum developers.

Data Collection Method

The study used face to face open-ended interviews and focus group discussions. Twenty four parents, Officials and curriculum developers were interviewed and twelve parents were grouped up for a focus group discussion (FGD).

Data Analysis

Data from interviews and FGD was analyzed through thematic analysis procedures as suggested by Braun and Clarke (2006). The researchers familiarized themselves with the observed data, and then started to code them to generate themes. The themes were then defined and named in relation to the study questions. Finally, interpretation of data was made and the findings were reported according to the prescribed questions.

Trustworthy and Authenticity of the Study

To ensure that the study remains trustworthy and authentic, the researchers used different data collection tools (triangulation) that helped to make it credible. They ensured that appropriate data collection tools were prepared, tested and verified before data collection. The processes of data management, analysis and interpretation were also objectively done to ensure dependability and confirmability of the study. Data collection was strictly done using the tools verified to ensure

collection of relevant data. Interview and FGDs questions were asked in Kiswahili for participants to understand the questions and provide correct information. At the end of the interviews, the researchers summarized the answers for the participants to ensure that what was recorded was what the respondent meant. To ensure transferability for this study, the researchers provided detailed contextual information about the study location, nature and characteristics of the participants, data collection process as well as study results. These would help others to understand better the contexts of the study and the results to be able to transfer them to other similar contexts.

Ethical Considerations

The researchers ensured the adherence to research ethics through getting a clearance letter for data collection from the responsible authorities. They respectfully treated the participants and ensured participants' rights, freedom to participate and confidentiality.

Results and Discussion

Demographics of Respondents

Results show that there were forty (40) participants: 36 parents (14 males and 22 females), two (2) curriculum developers (1 male and 1 female) and two (2) pre-primary education officials (1 male and 1 female). Twenty-six parents had completed secondary education and above while some few parents (8) were without any school education. All pre-primary Officials had Bachelor degrees while curriculum developers had Master degrees.

Research Question 1: What is the state of parents' involvement in early childhood education curriculum development?

The first question sought to establish the state of parents' involvement in curriculum development. To answer this question, data was collected from parents, curriculum developers and pre-primary officials. This question was propelled by the fact that Taba's Grassroots Model of curriculum design emphasizes the importance of social inclusion in the curriculum development process, and the inclusion starts early in the development process with the diagnosis of children's and societal needs. It is through involvement and participation that parents might get the opportunity to air out their views to curriculum developers. Curriculum developers would then transform the views into curriculum aims, objectives and competences.

Parents felt that they were not effectively involved. Most of them were commonly involved in different activities related to curriculum implementation process in schools, but were least involved during the curriculum development process. Ineffective involvement of parents in curriculum development process was evident during the interview where most of the participants could only recall attending school meetings with teachers or Ministry officials discussing issues like improving students' performance, helping children at home in their learning and even issues about students welfares. For instance, one parent had this to say:

I don't know about others, but to me, I haven't been invited anywhere. I don't remember to be asked by anyone about what my child should learn or about anything to be done in school. I have attended different school meetings where we were only reminded to help children in their learning [Parent 7, from AL 04/ Interview, 2020].

When asked about the reasons for their unsatisfying involvement in curriculum development, participants gave out different reasons related to parents' education level and their willingness to participate in the process. Some participants explained that many parents were not being involved because they did not know issues about education, and so they could not tell what happens in schools. Parent 10, a mother of a child from School AT 01 narrated as follows: "Myself, I don't remember to be invited anywhere where people came to ask about what to be learnt in school ... I really don't know the reason ... may be because we don't know things about education" [Parent 10 from AT 01/Interview, September 2020].

The quotation here shows that lack of knowledge on education issues has been taken by the parents as possible reasons for their less participation in suggesting about things to be learnt by children in schools. With this idea in mind, sometimes parents themselves do not participate, even if they are invited. One of the participants remarked that "It is true that parents are not involved. For me, I don't remember the day I was asked about what children should study in school. But there is a possibility that some parents are invited but they fail to participate" [Parent 32/FGD 2 from AT 15/October, 2020].

Contrary to that, a Curriculum Manager from the Zanzibar Institute of Education confirmed that parents were effectively involved in all the stages of curriculum development:

We normally involve stakeholders, including parents, in all stages of curriculum development. The involvement starts right from the inception stage. We involve them as parents separately, and they also have the opportunity to participate through other groups like politicians, religious leaders, Shehas and other specific groups. We involve them in all the stages in different manners [Interview with Curriculum Manager, ZIE/October 2020].

Another Pre-primary Education Officer was also in the opinion that parents were being involved in the curriculum development process. She affirmed that:

"I know they are being involved in the process. I have met them in different curriculum meetings that collect views regarding education. Parents are in different groups, and so their participation is big according to their respective groups [Interview with PPE Official, MoEVT/October 2020].

The idea that some parents did not want to participate even if invited was also reported by the Pre-primary Education Officer who explained that sometimes it was difficult to get effective involvement from parents.. The Officer was on the opinion that parents wanted to be paid for their attendance, and sometimes it was difficult for the strictness of the budget. Another respondent said,

I know that parents are normally invited to participate in the curriculum process. Although sometimes we get a problem in their participation. Many of them are happy to be invited in the meetings where they may get something, like transport and sitting allowances. But sometimes it is understandable, because some of them are self-employed ... so when they leave their works you have to compensate them [Interview with PPE Officer 1, MoEVT/Interview, 2020].

It was also reported that low parents' awareness on educational issues was among the reasons for their low involvement in the curriculum development

process. Curriculum developers from Zanzibar Institute of Education agreed that the level of parents' awareness to participate in education issues was low, but since they needed their views, they had to do everything possible to get them. One respondent held that:

There are some groups that are aware that it is their right to be involved, and when you invite them you get enough data quickly. But there are also some whom we have to do extra job to get the views" [Curriculum Manager, ZIE/Interview, September 2020].

To attain an inclusive, practical and environmental-related curriculum it is necessary to have an open and participatory curriculum processes where views of each stakeholder group are sought and recognized during the curriculum development process. Therefore, engaging parents from the initial stages fosters their commitment to what the curriculum will meet the needs of the diverse range of students it seeks to serve (Stabback, 2016). Parental involvement in their children's learning makes significant benefits not only to the children but also to the parents themselves and even the schools. Some of the benefits are that parents will be informed about the purposes and methods of the school and children will be in a better position of receiving effective support from the parents (Dibaba, 2016). Hence, it is important for the curriculum developers to involve parents in the development activities.

The involvement increases parents' status of being responsible for their children's education, and so has the advantage over the improvement of children's school competences. According to Kihumbe (2015), curriculum making is essentially a collective process that should involve all key stakeholders in the process. More importantly, curriculum changes should reflect the needs of a particular society which parents can be of great assistance.

Research Question 2: Why do parents need to be involved in early childhood education curriculum development?

This question sought to establish reasons for parents' involvement in curriculum development. Some participants expressed that it was important for parents to be involved because they are also teachers of their children at home. They are always with the children longer than the teachers, and they

have to pair with the teachers for the sake of children learning. Parent 12, from AT 02 reported as follows:

I think it is important for parents to be involved because they are the first teachers of their children; they are always with children longer than teachers, so they know their children and their needs and they know what their children are capable of [Parent 12, from AT 02/September 2020].

It was also revealed that parents must be involved because they have knowledge and skills that may be helpful to curriculum developers. Parent 2, a mother of a child from AL 01, narrated that:

I agree that parents need to be involved and asked about what their children have to learn in schools. I think this is very important as parents have different opinions and ideas that are important. These ideas may help those who are developing subjects to get good things that are important for the children. I think collective advice is always important than the individual approach.

Participants also expressed that when parents are involved, they become aware of the things that are happening in schools, and this will eventually increase their participation in their children's education.

Another parent narrated that:

I agree that parents need to be involved and asked about that. Their involvement will help parents to be aware of the school issues. Parents need to be involved for the sake of their children. This will help them to understand their children's problems in education (Parent 18, from AT 05/September 2020).

Some participants believed that parents' knowledge of what is happening in schools would increase their abilities in helping their children at home. Parent 13 from AT 03 explained as follows:

I think it is very important for parents to be involved as this will increase our knowledge on what is happening in schools. It is important so that we can understand what is being taught to our children and so we can help them better and monitor their performance.

Knowledge of what goes on in schools is very important to parents as some of them do not know everything about their children's schooling. Involvement would also increase cooperation between parents and teachers, and so enhance children's learning. Parent 3 from AL 02 said that "it is important for parents to be involved as this will increase cooperation between teachers and parents. Parents can also know the problems of the students and they will get opportunity to discuss their ideas with the teachers."

Interview with the Curriculum developer and Pre-primary Official Pre-primary Education Officers also revealed that the involvement would have many benefits. The benefits include a socially accepted curriculum, parents with interest in their children's studies, and parents' feelings of being valued. A Curriculum manager had the following to comment:

Actually, we involve all education stakeholders in curriculum development process, including the parents. We do this since we need to have a socially acceptable curriculum that will satisfy the needs of our society. It also increases parents' knowledge and interests on education issues. Additionally, we hope that parents would increase their participation and involvement since they feel being valued (Curriculum Manager, ZIE/Interview, 2020).

A pre-primary Official also held that involving stakeholders, including parents, in the curriculum development process results in a shared curriculum. This reduces complaints from stakeholders and increases their interests and involvement in education [PPE Official 2, MoEVT/Interview 2020].

While some parents agreed on parents' involvement with different arguments, some felt that it was not important for parents to be involved. They thought that there was no need of enquiring from parents on what should be taught to their children. Their reasons were based on ignorance of parents on education matters. Parent 9 from AT 01 argues as follows:

I think it is not important for parents to be involved and asked about what their children should learn at school. You know, deciding what to teach is teachers' job, and not parents. For example, myself I don't know how to read! How do you think I will know about what my child should learn at school?

And actually, we parents have other responsibilities on children; it is teachers' responsibilities, I think (Parent 9, from AT 01/September, 2020).

This was also supported by another participant from the FGD 1 who commented that parents should be left to care for the children at home and leave school issues with teachers:

For me, I think our role as parents is to care for our children at home, prepare them for school but not deciding the things to be learnt as we don't know anything. Some of us have not gone to school, so we know nothing. Those who are teaching our children know what to teach, so we are satisfied with what teachers are teaching our children as we don't know anything about what to teach our children (Parent 28/FGD 1 from School AL 01/ October, 2020).

Some participants were on the opinion that although involving parents was a good thing, not all parents were able to participate and provide helpful suggestions regarding the curriculum. A participant in the FGD reminded that those parents who had the ability to participate should be involved, and those with no ability should be left out:

Yes, it is a good thing to involve parents in expressing their views about what their children should learn in school. But I think we parents are in two groups, those with knowledge and those without. So, I think it is not necessary that all of us to participate. The opportunity to participate should be given only to those who have ability (Participant 31/FGD 1 from AL 01/September, 2020).

The view that participation should include only those who are able to provide critical suggestions in the curriculum seemed like a fair suggestion as parents have different knowledge and experiences that are in one way or another important for curriculum formation. In response to this, a Curriculum Manager emphasized that they always involve all the groups of parents to ensure that they get exhaustive ideas from all the groups:

In normal circumstances, we involve parents in the process. We normally don't separate parents to be involved in the process. When we do that, we involve all the groups: the

educated and non-educated ones, those coming from urban and those from rural, males and females. Although it is through representation, we try to include all the groups (Curriculum Manager, ZIE/Interview, 2020).

Regarding parents' participation in curriculum process, Pre-primary Education Officer agreed that it is important to involve them:

Yes, it is important and necessary to involve parents in the process of curriculum development. Parents have their expectations in their children that are related with the targets they have to their children. So, it is important for curriculum developers to involve them so that the outcomes of the process remain effective to the society (PPE Official 2, MoEVT/Interview, 2020).

Results have also shown that sometimes parents are not ready to participate in the education issues, even if there is an opportunity of doing so. Experience has shown that most parents, especially in rural areas like in the study location, put less emphasis on attending education meetings, even when invited. It is important for parents to put interests and participate in their children's education. This can be realized through making school visits and attending parents' meetings and other education meetings when invited.

Parental involvement in curriculum development and implementations is a critical factor in facilitating students' achievement. But sometimes parents do not have interest and so lack active participation in education. In his study about challenges of preprimary education provided in the primary schools, Dibaba (2016) found that parents were less involved because most of them had left every responsibility to teachers, considering themselves as if they cannot contribute anything to education of their children.

According to HakiElimu (2011), there is a need to take deliberate measures, firstly to educate and sensitise parents and community leaders on the importance of their participation in their children's education and secondly, to ensure that as far as possible, curriculum changes take into consideration the views and opinions of all key stakeholders, including parents.

Schools and families have to form partnerships and share responsibilities for children's education. The Epstein's model of parental involvement provides directions on how parents' involvement can be effectively done. This include involving parents through parenting, communicating, volunteering, home learning, decision making and collaborating with community (Epstein et al., 2002). Parents need to be effectively involved in educational issues to be able to perform well those activities. Curriculum developers should understand that parents are most interested in the well-being of their children and they can contribute greatly to the welfare of their children with their knowledge, experiences and skills (Malović & Malović, 2017). Lack of involvement of parents, as stakeholders in education and as main caretakers of the children reduces their effective participation in their children's education. Experience shows that parents in Tanzania do not get the opportunity for involvement in pre-primary education curriculum development because of the centralized nature of the education system that does not always provide rooms for the effective involvement of parents (Kihumbe, 2015).

Research Question 3: What are the effective ways for improving involvement of parents in early childhood education curriculum?

Regarding effective ways for improving involvement of parents in early childhood education curriculum, participants gave different suggestions including continue giving invitations to parents, education to parents, effective communication and government will. One parent suggested that parents must be invited to participate in the process:

I think it is important to involve parents in the whole process. The responsible people should continue to involve the parents. Parents must be invited in the education meetings and parents have to attend the meetings. If that continues, I'm positive that parents' views will be collected and accommodated in the education (Parent 5, from AL 03/September, 2020).

Another parent supported the idea that in order to encourage parents to attend and contribute fruitfully in the meetings, they must be educated and informed about education issues. She argued that:

Some parents are reluctant to attend those meetings even if they are invited, as they feel

they lack knowledge. So, it is better that we parents are educated first about those issues, and then be involved. In that case, many parents will speak out what they think they need (Parent 14, from AT 03/September, 2020).

Apart from awareness, effective communication should be made between the curriculum developers and the society. One participant had the following to comment:

I think there must be an effective communication between the responsible people and the parents. I think there are some parents who can contribute well on these issues, but since they may not know when and how to do it, they miss the opportunity. Therefore, communication is very important (Parent 13, from AT 03/September, 2020).

The proposed methods tie up with the techniques suggested by Nyamai (2021) who suggested that curriculum developing bodies should have general meetings with parents to mobilize and sensitize them on education issues. These will increase their participation from curriculum development to implementation.

Conclusions and Recommendations

Based on the findings of the study, the study concluded that parents were ineffectively involved in the process of pre-primary curriculum development; they were rather involved in curriculum implementation through participating in school meetings to discuss different issues about their children's learning in school and home so as to improve their performance. Involving parents in the process of curriculum development is important as it helps the parents to be informed about the education issues such as subjects learned by their children. This would improve parents' participation in education and consequently increase their children's achievement in schools.

Different strategies can be used to strengthen parental involvement in the process of curriculum development including awareness meetings with parents and effective communication with stakeholders. The study further recommends the following: Firstly, curriculum development bodies should strengthen involvement activities and ensure that the process includes relevant ideas from all the stakeholders, including the parents. Secondly,

parents' involvement should be given priority as it is a way of improving children's learning during the curriculum implementation. Lastly, effective strategies should be employed by curriculum developers to encourage parents' involvement in the process of curriculum development.

References

- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Review Article*, 22(4), 77–101.
- Dibaba, T. Y. (2016). The challenges of pre-primary education organized in primary schools of selected Districts of Jimma Zone. *International Journal of Scientific and Research Publications*, 6(2), 201–213. www.ijsrp.org.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Voorhis, F. L. (2002). *School, family and community partnerships (Second)*. Corwin Press, Inc.
- Freer, C. M. (2009). *Parental influence on curricular decisions in private schools: Negotiating parental expectations*. Georgia State University.
- HakiElimu. (2011). *Who decides what our children learn? A research report on the relationship between curriculum quality and education quality*.
- Halimah, L., Margaretha, S., & Mirawati (2020). Teacher-parent partnership on early childhood education curriculum development. *Advances in Social Science, Education and Humanities Research*, 487, 212–222. https://doi.org/10.2991/ass_ehr.k.20.1112.038
- Kihumbe, M. (2015). Parents' and teachers' participation in pre-primary school curriculum development in Tanzania: Opportunities and challenges. St. John University of Tanzania.
- Kitta, S., & Kapinga, O. S. (2015). Towards designing effective preschool education programmes in Tanzania: What can we learn from theories? *Journal of Education and Practice*, 6(5), 6. www.iiste.org
- Laanemets, U., & Kalamees-Ruubel, K. (2013). The Taba-Tyler rationales. *Journal of the American Association for the Advancement of Curriculum Studies*, 9.
- Mabwe, N. (2015). Curriculum design and society "A hand in glove" relationship. *International Journal of Sciences: Basic and Applied Research*, 24(4), 207–220.
- Malović, M., & Malović, S. (2017). Parents' perspective on the quality of kindergarten. *Research in Pedagogy*, 7(2), 200–220. <https://doi.org/10.17810/2015.60>.
- McKernan, J. (2008). Curriculum and imagination: Process theory, pedagogy and action research. In *Curriculum and Imagination: Process Theory, Pedagogy and Action Research*. Taylor & Francis e-Library. <https://doi.org/10.4324/9780203946930>.
- Mligo, I. (2017). Parents' engagement in early childhood and care: Enhancing child development and community well-being. *SciFed Journal of Neuroscience*, 1(1), 1–10.
- Mligo, I. R. (2015). Impediments to effective enactment of early childhood education curriculum and pedagogy in Tanzania: Issues and experiences of teachers in urban and rural pre-schools. The University of Waikato.
- MoEVT. (2006). *Zanzibar education policy*. Revolutionary Government of Zanzibar.
- Nyamai, D. V. (2021). Curriculum development: Parents participation in curriculum development. *Academia Letters*, June, 1–6. <https://doi.org/10.20935/al1331>
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles and issues (7th ed.)*. Pearson Education Limited.
- Samuel, H. (2018). *Improving access to and quality of early childhood education in Zanzibar - Final Evaluation*.
- Stabback, P. (2016). What makes a quality curriculum? Current and Critical Issues in *Curriculum and Learning*, 2, 1–41. <http://unesdoc.unesco.org/images/0024/002439/243975E.pdf>
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. Harcourt, Brace & World. <https://doi.org/10.4236/adr.2014.24011>.
- Ujudi, U. A. (2018). Parental involvement and pupils' academic achievements: A case of North "A" district schools of Unguja. Open University of Tanzania.
- UWEZO. (2016). *Are our children learning? The state of education in Tanzania in 2015 and beyond*. www.twaweza.org/ www.uw ez o.net