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Quality in Greek pre-primary education from the perspective of capability approach.

Pre-primary education is one of the most important institutions of contemporary society, a pillar on which the development and education of future students and citizens, is based. The forming of the personality is rooted in the early years of a person's life. The way of educating a child during infancy is one of the most important factors in his later development in all aspects of his life. Undoubtedly, the convictions and values that they experience in the early years of his life, correspond to a great extent the person's future conceptions.

Governments, researchers, social policy makers, pedagogues as well as parents recognise that the quality of preschool education experience matters and they are posing the matter of quality assurance in pre-primary education for investigation, which raises several interrogations concerning the meaning of the term quality in the context of education. One of the aspects that can contribute to the quality assurance in education is the curriculum. Curriculum consists by a set of activities with pedagogical effects which covers a wide range of goals and objectives for the cultivation of human capabilities. The content of curricula and their effective approach implementation in schools are important issues raised by the global educational and academic community (Ennis, 2003; Metzler, 2000).

Contrasting the ten Central Human Capabilities that Martha Nussbaum formulated (1. Life, 2. Bodily Health, 3. Bodily Integrity, 4. Senses, Imagination and Thought, 5. Emotions, 6. Practical Reasons, 7. Affiliation, 8. Other species, 9. Play, 10. Control Over One's Environment) with the principles that govern the contemporary pre-school educational curriculum would make somebody able to realise that the Kindergarten school is the most appropriate place to apply capability approach as a normative framework for the evaluation of the well-being of children in the school context.

In our research we are going to investigate the quality of the provided education in Greek kindergartens. We ought to discover whether the capabilities of Play, Senses-Imagination-Thought, Emotions, Affiliations & Other species, which are connected with the essential values of the Greek kindergarten curriculum of the Ministry of Educational Affairs and Religion, are promoted in the daily educational praxis by the pedagogues. This research aims to respond to the following questions:

- ✓ Do all children have these capabilities in the kindergarten?
- ✓ Do pedagogues aid children to convert these capabilities into functionings?
 - ✓ Is the kindergarten curriculum applicable in praxis and if not what kind of obstacles impede its implementation?