

Quality of education Early Childhood Development Class B learners in Zimbabwe: Case Study of Gweru Primary Schools

By

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Abstract

This paper presents research conducted on the quality of administration, teaching and learning of Early Childhood Development B learners (5-6 year olds) popularly known as Grade Zero in Zimbabwe. The work was conducted in the Gweru primary schools. Using the descriptive survey administration, teaching and learning of the five to six year olds in Gweru primary schools was examined. The data was collected using interviews and observations coupled with observation. Results were blended with related literature to examine the viability of the inclusion of Early Childhood Development B learners in primary schools. Qualitative and quantitative analysis of data were applied to a sample of five schools. Results from the study indicated that the Early Childhood Development B inclusion in primary schools was not quite viable as it failed to cater for the all-round development of learners. For instance age appropriate equipment were not available and appropriate activities were not being administered and thus the environment itself was not conducive to the age group's needs of learning through play.

Keywords: *Early Childhood Development, class B learners, grade zero, learning through play.*