

An analysis of the level of specialisation of the current Early Childhood Development (ECD) teachers and how well funded the programme is in Gweru urban and peri-urban primary schools

By

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Abstract

As the education system develops in Zimbabwe, expectations are made on the Ministry of Education, Sport, Arts and Culture. The raised expectations demand that education is made accessible to all children including the zero to six year olds. Furthermore, to ascertain quality education, public schools need to have well qualified personnel. It is therefore, the duty of the Ministry of Education, Sport, Arts and Culture to ensure that the Early Childhood Development (ECD) programmes are well funded. It was the purpose of this study to establish whether the ECD personnel in the primary schools is well qualified from the time of commencement of the inclusion policy up to the time of this study in 2008. The study revealed that the schools have serious shortage of specialist teachers for ECD A (3-4 year olds) and B (4-5 year olds). The researchers also established that, the programmes depend on the community for funding instead of the state.