ECD COUNTRY PERSPECTIVE

ZIMBABWE

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CURRENT SITUATION

- 5220 ECD centers in Zimbabwe
- 95% of total number of primary schools have ECD
- ECD curriculum developed in 1986 currently being revised
- ECD program was under the Ministry of Community Development and Women’s affairs until fairly recently
- The curriculum spells out the importance of ECD services for the Child, the Parents, the Teachers and the Community
- The ECD program is now under the Ministry of Education, Arts, Sports and Culture with a Principle Director for Early Learning Services in charge of the program at a national level.
ECD Curriculum Zimbabwe

- GOAL- To focus on the development of the whole child
- Curriculum philosophy has a child centered approach within the framework of the development of the whole child
- Curriculum emphasis is placed on the understanding of natural and social phenomena incorporated in cultural values
- Curriculum also stresses importance of inclusive education to meet the developmental needs of both normal children and those with mild forms of disability
- Appropriate teaching instructions are provided in order for teachers to instruct the above group of children
Curriculum Areas

- **Physical**- It is very important for teachers or adults working with children to remember that the development of the main body e.g. head, shoulders, arms, legs, feet etc is very important. Understanding of basic physical development and progression of motor skills is important.

- **Cognitive**- The development of the mind and thinking processes. The early years, 0-6 are vital to cognitive development

- **Creative**- Discovery is fundamental to science. Children should be encouraged to share their creations and discoveries with other children. Art, Music, Movement and Drama
Curriculum Areas

- **Social and Moral**- Children should learn about themselves, their relationship with other children and with adults. Through this interaction children will improve their social skills.
  
  Moral development is the development of accepted norms and values and acceptable behaviors in a child’s own community. Children are not born knowing what is right or wrong, they all learn to develop skills.

- **Emotional**- Feelings of security and self confidence develop from the way the baby’s basic needs are met. Social interaction with peers is encouraged to develop emotional stability.

- **Health**- There is a need to promote good habits which promote the healthy well being of the children. Morning health checks, hygiene, immunization, water purification and food and nutrition are important aspects to be considered.
UNIVERSAL PRINCIPLES

- **Early Childhood**
  Early childhood is the period of human life from conception or birth up to school entry at 5 or 6 years of age, including infants and toddlers from birth to 3 and preschoolers from 3 to 5 or 6.

- **Young Children’s Role in the Curriculum**
  Young children should have choices that influence their curriculum, appropriate to their stage of development.

- **Parents and Teachers Are Partners**
  We have a responsibility to find ways to empower children, educators and parents to work together as partners in education.
Conclusion

- Children should be involved and participate in activities that stimulate all forms of development in their lives.