

APPROVAL FORM

The under designed certify that they have read and recommend to the Midlands State University for acceptance a research project entitled “The transformation of secondary school history curriculum in Zimbabwe. A case study of Zvishavane, 1990 to 2017,” submitted by Takudzwa Mucherera in partial fulfilment of the requirements of the Bachelor of Arts in History and International Studies Honours Degree.

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RELEASE FORM

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Topic: The transformation of secondary school history curriculum in
Zimbabwe, case study Zvishavane, 1990-2017.

Presented to: Bachelor of Arts in History and International Studies

Year this degree was granted: 2017

Signed.....

DECLARATION

I Takudzwa Mucherera, registration number R141240T, declare that this dissertation is an original work of my research. The researcher used other related sources of information and she had acknowledged them in obedience with the ethical issues and laws overriding intellectual property.

Signed.....on.....

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DEDICATION

I am so grateful to my grandfather, grandmother and my mother for their love and support throughout this journey of my studies. I am so honoured to have you in my life for your unconditional love and support. To reach this stage is because you were there to pull me up.

ABSTRACT

The study was carried out in selected secondary schools in Zvishavane both in rural and urban areas. Collection of data was done with the use of primary sources and secondary sources through purpose sampling and conversation to provide richer details. The purpose for the study was to find the changes that have been taking place in the secondary school history curriculum and the rationale behind the change, what are the response from the critics in regard to the changes and the implementation process for the developed history curriculum in secondary schools. The targeted people were history teachers, the students, lecturers, parents and stakeholders in education systems and the administration. The curriculum is till the outcome of a fight and comprise. The study fully acquired that the changes that had been taking place in history curriculum lacked proper consultation especially to the expertise in history to air out their views in terms of content in the syllabus and themes which are being introduced. Lack of resources to meet up the demands of the subject is another challenge in terms of primary and secondary sources and also the issue of bias and more of being politicized rather than taken for academics.

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ACRONYMS

ZIMSEC	Zimbabwe School Examination Council
ZIMFEP	Zimbabwe Foundation for Education with Production
CDU	Curriculum Development Unity
MDC	Movement for Democratic Change
ZANUFP	Zimbabwe African National Union-Patriotic Front
SDGs	Sustainable Development Goals
ZMTA	Zimbabwe Teachers Association
PTUZ	Progressive Teachers Union of Zimbabwe
IT	Information and Technology

INTRODUCTION

The study investigates the transformation of curriculum in Zimbabwe paying closer attention to the ordinary level history. Through the examination of the past it leads to the understanding of how history can be of great influence to the past and future. The study of history builds capacity of people in making informed choices so as to contribute beneficially to the society and to advance in the issue of globalization. History can be pin pointed as a vehicle of individual empowerment and also act as an agent in understanding of human agency. Through that it brings about the knowledge that as human beings people have choices that can transform the world for the better or for the worse.

The study explored the changes of curriculum in Zimbabwe particularly in history syllabus. The project examines how stakeholders and critics analysed and responded to the new curriculum being introduced. A number of scholars have researched on post-colonial Zimbabwe from 1980 to the post 2000 era. It is from that phase which is critical and dramatic historical interval because of the turmoil and reversal trend of the promises which were made at independence and the politicization of the subject in its goal point. Barnes alludes that history is being taught at schools to teach what they want the children to know and to be.¹ hence the study research on the credibility of history subject.

The teaching of history in Zimbabwe secondary schools has passed three respective divergent periods since 1980 when the country gained independence. Introduction of new syllabi and content have been experienced under the Ministry of Education. The first phase after independence 1980 to 1990 saw the preservation of the pre 1980 Rhodesian syllabus. The syllabus had its main focus on European History and the history of European settlement in

Africa. According to Barnes few text books with the focus on Africa were recommended.² Little was done to enhance the implementation of the use of the textbooks in schools, as a result the European history continued.

The second phase was from 1991 to 2002 there was a transformation in the history which was amended and processed by the Curriculum Development Unity under the Ministry of Education termed as the Nationalist history. It is of interest to note this was the first syllabus reform 2166 launched in 1990 and was concerned with both substantive and procedural knowledge in almost equal measure according to Mapetere it drew most its content from the notion of “New History”.³ The second aim of this syllabus (2.5.2) noted the to “develop a national and international consciousness among the pupils while it also put emphasis that the children should be able to carry out simple research into aspects of local and national history using primary and secondary sources”(Syllabus 2166:2).⁴ Tendi alludes that the syllabus simply steered clear of racism of the Rhodesian curriculum without critically interrogating race relation.⁵ This nation historiography in Zimbabwean according to Ranger it “depicted nationalism as emancipatory and espoused projects of modernism and reform, extending its radical versions to Socialist and egalitarian visions”.⁶

The Nationalist history syllabus did not last long and was replaced by the Patriotic History which is the term it is referred to by many researchers. This move was made by the Minister of Education, Sports and Culture Aeneas Chigwedere he radically modified the Nationalist. Barnes noted that Patriotic did away with the comparative economic international approach and focused mainly on Zimbabwe and European political history.⁷ In addition to that Tendi coined out that the Patriotic syllabus extolled ZANU PF party’s political legitimacy.⁸

In April 2014 the Minister of Primary and Secondary Education Lazarus Dokora publicise that the history curriculum needed an overhaul because our students are being taught European History, it is high time they learn their own history and culture so that they understand it and be able to continue in our cultural ways. The ZIMSEC board headed by Levy Nyagura was ordered to draw up a new curriculum which was finalised by the end of the year. In addition to that in the Sunday mail, Miiri proposed that there are many born frees who are born frees who are predominantly influenced by Western culture and unfortunately our education system was not decolonised at the time of independence. As a result all these young people have gone through an education that has failed intellectually arm them into recognizing who they are and what Zimbabwe is. Aeneas Chigwedere took a step further to address this to make history a compulsory subject and historians were asked to write textbooks for this introduced syllabus. Textbooks like Book 1 to 4 of People Making History. However not all the books which were written some were shelved due to the fact that they did not the desires of those in power hence bias in the teaching of history.

RESEARCH PROBLEM

Irrespective of all the changes in the history curriculum from 2166 and 2167 there has been a gradual deterioration in the value, quality and quantity in the education system. The contemporary paradigm change of the education system being science specific it has devalued the arts subject which anchored “our” social economic and political strata. A lot of controversies have emerged that is some of the recommendation had never been implemented. The ministry have done a great job in introducing topics like citizenship, human rights and democracy but increase of fear in discussing these topics is increasing leading to prejudice.

Involvement of stakeholders during the period of change of curriculum is questionable. This creates a perpetuated cycle problem in the society among teacher's students and the parents. Thus this study therefore, validates the changes has been taking place in the history curriculum. Availability of resource to enable the introduced syllabus to be used at schools that is in terms of textbooks.

The research investigates factors leading to the revolution of the history curriculum and how effective are the changes in covering all the aspects of History. Attempt also to examine the nature of the curriculum being implemented in dealing with the global since a country cannot operate in a vacuum and development issues.

Through the preliminary research the controversies regarding the new secondary history curriculum regarding the failure by the teachers to grasp the concept of the curriculum and also some in shock of the news of the new curriculum to have ever existed. Hence how will the teachers be able to deliver the content of the expected information to the students this raise eyebrows on how will the teachers handle the interpretation and the teaching at the same time. Minister Dokora was quoted in his speech saying that some teachers are not aware of the new curriculum regarding this he also made a point of regarding the need to review the retirement age of teaching downwards. The transformation of historiographies in Zimbabwe education was drafted to save a certain purpose that is political determination than for academic use. Ranger propagated that since 2000 the Zimbabwean government has been involved in an intentional project to propagate Patriotic history.

AIMS

The researcher intended to highlight the factors leading to the transformation of history curriculum in secondary school, to explore the complications in the transformation of history curriculum, as well as laying analyses on the effects of the transformation of history curriculum.

OBJECTIVES

This study serves a purpose of investigating the role of history curriculum in understanding the socio-economic and political in Zimbabwe. It is also inspired by the gap being created after the transformation of the curriculum that is in the content, application and syllabus. The research is inspired by the problems and theories that led to the change of the history curriculum in secondary schools, taking for instance, to identify factors contributing to the transformation of history curriculum, evaluation of the significance of history in the education sector and to examine the effects of the transformation of history curriculum

RESEARCH QUESTION

The research attempts to answer the following questions, how the transformation has been implemented, what historical values are being promoted through the transformation and lastly but not least the researcher would find out the how critics respond to the alteration?

HISTORICAL BACKGROUND

The background of Zimbabwean education can be traced back before colonial times by which the people had informal education which was passed from generation to generation. This system of education was passed from one person through word of mouth and was done by the elderly person. For they believed that with age comes wisdom. It was done to mould the people in teaching them economic social and political aspects. Informal education was then replaced

during the coming of missionaries which begun educating the people through formal education system. During the colonial period the system of education and curriculum was categorized depending on social stratification. The whites minority received high qualities of education in terms of schools they attended first class schools which can be ranked in the current situation as the A class. The first African school was built by Robert Moffat of the London Missionary Society opened at Inyat in 1859. According to Taruvinga education for the blacks was mainly offered by missionaries rather than the government.⁹ It is of interest to note that the system of education which was offered to the blacks was mainly for practical subjects like building and were introduced in the former F2 secondary school system according to Kanyongo.¹⁰ This was done to prepare the blacks as “domestic servants” for the whites rather than to impact the blacks with knowledge for survival or to dependent but increased the dependency syndrome in them. It was in this sense the government felt endangered by the missionaries for teaching the Africans to the extent that they will be of competition to the white minority .There begun formal education with the introduction of curriculum and syllabus in education sector despite being racial discriminatory in nature.

After gaining independence Zimbabwe inherited the system of education which was racial discriminatory in nature which favoured the white minority at the expense of the majority Zimbabweans. At this eve few blacks had gained some education from poorly funded schools. To address these the government made reforms in democratization of access to education, localization of curriculum and examinations according to Colcolough.¹¹ This was changed under the Education Act of 1979 it changed the standard model from 8+4+2+4(8 years at primary, 4 years in secondary, 2 years in high school and 4 years in university to a new level model 7+4+2+4.this act was set up in a triple set up system that is under the Government Schools,

Community and the Private. The Government was then sub divided into three groups that is Group A, B and C differed in terms of resources. Mackenzie alludes that the ZANU party democratized the education system through the free and compulsory Primary and Secondary for all children in Zimbabwe.¹² More so tuition fees was abolished after independence this then collapsed with the increase of children at school and the era of Economic Structural Adjustment Programme. The government in 2013 created Ministry of Education, Sports Arts and Culture. In 2015 changed to Ministry of Sports and Recreation currently the ministry is run by the Ministry of Primary and Secondary Education.

The secondary level consists of two class the General Certificate of education (Ordinary level) 4 years and the General Certificate of Education (Advanced Level) 2 years. At ordinary level a student is expected to pass minimum subjects of five which will include History as a core subject. However with the controversies those are going on in the introduction of STEM and heritage studies under the new curriculum history at Level is facing challenge.

LITERATURE REVIEW

Debates rage on the issue of the relevance and worth of school history since it was selected the compulsory subject in the eve of 2000. Which is regarded as the era of the eve of political turmoil with the coming in of a strong competitor the Movement of Democratic Change. This move enables a strong transition in the syllabus so as to equip the students with the ideological view of the government and ruling party. The roots of Minister Chigwedere in announcing the issue of the need to reform the history syllabus came into existence after President Mugabe had suggested that there was need for the rewriting of the history of Zimbabwe and more so according to Raftopoulos “Zimbabwean history would be made compulsory up to form four.”¹³ This raised

eyebrows for the researcher for there is desire to know the reason behind history from a short period of time was declared to be the compulsory subject.

As Moyo and Mandiba propounded that the history being taught at schools is done for the representation of subjectivity and national identity.¹⁴ That is the dominance of the powerful group which will rule over the whole education sector. He alludes that also the political affiliation is the central base which will lead to the crafting of the curriculum in history not for producing academic students who have the ability to critically evaluate ideas which are provided for it is sacred to do so. In line to this Ndlovu-Gatsheni is of the same view when he noted that the aspect of a dominant group that the heroism and heroes being provided is of tribal nature in his own words he calls it the Shona triumphalism.¹⁵ Thus those who hold value in that section are those who fought to the side of the ZANU and also he talked about being patriotic as belonging to the Ruling Party and being to the opposition you will be regarded as a sell-out to the country. With the provided information there was a vacuum which was left to be said in regard to the secondary school history curriculum which is causing commotion in the education sector. That is the issue of the draft of the curriculum is being done by those who are not on the ground on teaching the subject and who are not expertise in the field historians are not being fully consulted when it comes to the development of the new curriculum.

In addition to the above Chitate is in the view that the content selection of history syllabus is pushed by the strong force of political affiliation not for academic aspect.¹⁶ In the same view the curriculum of history is regarded as failing its implementation process due to the fact that it is too narrow and lacks coherence, which will lead to some topics not being taught at secondary schools and also the aspect of chronological order which will show the aspect of change and continuity. However there is a silent gap was left in the view of the issue of history being

negatively treated by the society and the community by which it saw it facing little value and many drop outs for they say they don't see the reason why it should be taught for it is more like speaking the view of the dominant group and limits the critical thinking of the student. And also the history that is dominant is that of during colonial time and is put to an end to that time of independence. There is a gap that e books written mainly focus on noting that the change in the curriculum was basically a political factor forgetting the aspect of decolonizing the mind even though there is a gain gape through language, claiming ownership for example Great Zimbabwe.

McGrath noted that the curriculum changed from quantitative to qualitative changes seeking to address the realities of the post-colonial era. It talked about the issue of cultural identities.¹⁷ In an article by Rusare she talked about review history for there is need to teach the children the local history so that they will have the feeling of belonging but this however has been addressed in the new curriculum through the heritage studies but then the issue of language has not been addressed and this create hypocrisy for they write the books in English yet the talk is about upholding the cultural and localizing the product. Various scholars cantered their arguments on the aspect that the secondary history curriculum is facing as Barnes in her evaluation of the content of the secondary history syllabus of the 2166 and 2167 she had great differences in terms of content and academic strength. This is not the only problem but the implementation of the curriculum the teachers and the students are suffering and being limited in gaining more knowledge through use of critical thinking thus the curriculum is locking the learner in a box. This is returning to the old history which was focused on only distributing knowledge to the students which was termed as the banking concept.

SOURCES AND METHODOLOGY

The study was designed with qualitative research. Through the use of primary and secondary sources which enabled the study to produce the final paper on the changes of the secondary school history curriculum in Zimbabwe. The research was triggered by field observations, in developing the objectives of the study there was need to use the representatives of the curriculum development that is the selection of the syllabi which includes the aims and objectives of the syllabus, content and the curriculum irrespectively. The information was gathered through carrying out interviews, telephones conversation, use of social media print and audio, and use of unpublished and published secondary sources through desk research.

The study used the used the interview guide in collecting the qualitative from the secondary schools history teachers in Zimbabwe on the aspect of the transformation of history curriculum and the implementation of the changes to show the change and the continuation of the subject main balancing factor. The sampling technique was used at three schools. The researcher managed to select schools from the category of the education system that is the S1, S2 and the S3, for this system even after independence it continued to exist in the new independent and by then class was the dominant feature to belong to the certain school. Through the interview with the teachers, Education Officers, the representative board of teachers and the students the responds that were being provided had slit difference.

Textual and documentary analysis had been full support for the study because it provides the main aim of what the textbooks offers that linked it to the content of the history syllabus. The use of theories which beamed on history curriculum that is the old and new history. The selection of themes in each of the syllabus of secondary was used to collect data regarding the transformation of the secondary school history curriculum. They provide vivid evidence from that which is just

passed from the word of mouth without where it is jotted down for in terms of dates and chronology. They helped to produce an original piece of work.

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CHAPTER ONE

GENERAL OVERVIEW OF HISTORY IN SECONDARY SCHOOLS

1.1 HISTORY CURRICULUM IN SECONDARY SCHOOL

As Nasibi highlights history, he explained that history has been acknowledged as an important subject in the curriculum worldwide for it creates a sense of identity among individuals and groups of people.¹ This happens when the learners are taught about their own origins and how their communities' and nation came in to being without bias. History creates vivid pictures in the minds of the learners for they are able to see themselves as part and parcel of the nation. This gives students an understanding of their own cultural roots and shared inheritance.

During the Rhodesian government schools were divided into groups Group A for the white and Group B for the blacks.² Very few Africans had access to the education, if by any chance they did there was segregation in the system in terms of resources they were few and even human resources which was different to the group A where by a teacher could spend time on one child. There was also different curriculum which was offered to the blacks according to Kanyongo.⁵ The post government of Zimbabwe embarked on a policy of education for all. Murisa and

Chikweche noted that the government aggressively embarked on programs for ensuring improved access to education for all Zimbabweans. MacKenie propounded that tuition fees were removed after independence and Matambuka was the Minister Government allocated 17, 3% of the national budget to education and he cited this as “education miracle”.⁴ More so the government implementation of the Education Act also carried discrimination in it which the researcher cannot turn a blind eye on. It kept the system of the dividing the schools. Prior to 1980 the schools were classified into Group A and the Group B. thus after the attainment of independence thus system continued to exist by which the Group A now for those in power who took over the suburbs and then the Government schools were subdivided. This system clearly mean resources in terms of textbook and human power was in short. To attend the schools of Group A coming from the ghettos was not tolerated hence segregation attributes still was still finding its way in the post-colonial Zimbabwe.

The first phase the government followed a driving principle of “Growth with Equity” Maravanyika.⁵ However the government attempted to change significantly the inherited educational policies, which it considers to be inappropriate to the nations adopted socialist ideology”. The principle was meant to redress the inherited structure of the colonial era which was characterised by the inequalities and imbalances in access to education and other services. According to the mission statement report history pointed that history will be reintroduced with a specific attention to give relevance to Zimbabwe. In addressing infrastructure shortages there was continual change by which the government managed to build school and a top success of this was the implementation of upper top school in rural areas.

The government in 2013 created the Ministry of Education, Sports, Arts and Culture. In 2105 this was changed to Ministry of Sports and Recreation. The current situation the Ministry is run

by the Ministry of Primary and Secondary Education under L. Dokora. The study will focus on Ordinary level. The secondary level consists of two classes the General Certificate of Education “Ordinary Level” for four years and the General Certificate of Education “Advanced Level” two years and the students are expected to pass minimum of 5 subjects and under this History was made a compulsory subject.

1.2 The Rhodesian syllabus (2160)

After Zimbabwe attained its independence it inherited the Rhodesian history syllabus 2160. It was represented by an external board based in the United Kingdom system of Ordinary level Examinations. The examinations were set and marked by the Cambridge University Examination Syndicate. Its teaching doctrine was mainly centred on European and Central African history. Barnes notes that this was a practice that became unacceptable after independence.⁶ There was need for the localization of the board of examination and the curricula. African textbooks were limited during this era there was shortage of textbooks that was in line with African history thus in 1982 according to Barnes some books were published.

1.3 The Independence syllabus (2166)

The nationalist historiography celebrated the triumph of the aspiration and the modernization tighter with the resistance of the African to be specific of the Zimbabweans from colonization. Through the nationalistic feeling they uphold the victory in line with the liberation struggle but historically the Lancaster house conference brought about the independence of Zimbabwe and

under the willing buyer and willing seller approach the whites were able to trick the blacks and they continued to be in control of the lands and in all aspects till the third Chimurenga which later brought sanctions to Zimbabwe. Hence history is written to save the master who is on the apex who controlled even the content of the education system some information are sacred to be aired out even in classroom thus this lead even to the drop out in the subject for the students and parents have a negative attitude towards it as being called (Ngano) folktales.

It was based on national building it was a moderate view of nationalist rejoicing to gain the independence and rewriting the Zimbabwean history using the Afrocentric view. The Zimbabwean government system of education in terms of history curriculum in 1980 to 1990 was called the 2166. This was ideologically guided by socialism. The 2166 syllabus was formulated against the Zimbabwean background of transition from the Capitalist world it got to experience due to colonialism to Socialism. It was highly designed to do away with the capitalist world and was designed with the framework of Socialism. Through investigation this syllabus was basically pushed to facilitate the grounds of the transition. According to Chitate “due to the political significance of the syllabus the government wanted the implementation process to be carried out urgently”.⁷

Furthermore, information was provided within different voices especially when it talks about the heroes and the heroines and who were truly the Zimbabweans and in this atmosphere Gastheni in his book left a controversial question do Zimbabweans exist due to different analysis of the history of Zimbabwe.⁸ The nationalistic syllabus promoted a diverse in the teaching of history that is it included the aspects of problem solving with examples near home were given. It carried a nationalist feeling cantered on attacking the white Rhodesian as politically and culturally

homogenous and that they were cruel and they focused on maintaining dominance over the majority.

The new syllabus was launched in schools in 1990 replacing the 2158 and 2160 which had been in existence. The 2166 had a more international outlook. The 2166 syllabus was formulated against the Zimbabwean background of transition from capitalism to socialism according to Chitate.⁹ Was designed with the framework of socialist. Thus the syllabus was meant to facilitate the grounds of transition. This move of changing history by the government was greatly done only to move away from the colonial master version thus closing the doors of colonialism. According to Chitate due to the political significance of the syllabus the government wanted the implementation process to be carried out urgently.¹⁰ Thus there was lack of communication and consultation with the stake holders.

In addition, the ZIMSEC syllabus alludes that the syllabus was designed to create an understanding of historical events and development in pupil's relevant, knowledge and skills in the study of history. For example the aims of the syllabus included to promote an understanding of population, human rights and democracy issues and developing an awareness of class different. The Syllabus 2166:2 snot that the second aim of the syllabus of 2166 (2.5.2) talked about the need to develop a national and international consciousness and emphasized the need for the learners to carry out simple research into aspects of local and national history using primary and secondary sources. This syllabus had history methodology which install interest to the history students for there was activity and need to carry out adventure and discoveries rather than being told everything from the notes by the teacher. Thus application of knowledge, tools of analysis within the conceptual framework of historical and historical skills in this syllabus was fully observed.

The development of this syllabus was only following the ideological view of the ruling government. For the 2166 it is regarded as a socialist ideology but in its aims little was mentioned in the topics about socialist movement. Muronda concurs that from the standpoint of policy maker's history was at the cutting edge of the process of politicizing the curriculum content and its position as a school subject was past justified on the basis.¹¹ The government took this as a weapons to exercise its power the new history became an integral part of the liberation process whose formation dates back in the days of the liberation. More so the socialist ideology under 2166 was designed in the lines of materialism and development of society. The topics included Development of Early Societies, Industrialization and world crises. The section B, Imperialism, Capitalism and resistance in Zimbabwe. It is critical for development to take place in a society where the critical issues like citizenship and reconciliation national healing had not been fully addressed thus this was the weakness of the 2166.

For a curriculum to be implemented there is need of pilots to test the introduced syllabus. In the 2166 a little was done. It had the pilot through the Zimbabwean Foundation for Education with Production (ZIMFEP School) it was used to engage the students in the production of agriculture activities. There was also the implementation through a central bureaucracy the Ministry of Education through its agency under the Curriculum Development Unity (C.D.U).

For a new syllabus to be implemented in schools there is for five years while it is under observations being tried for its efficiency but this was different for the 2166 it was hurried into school skipping the procedures. In respond to these resistance the National History Subject Panel reviewed the syllabus in 1992. This resistance Taruvinga saw it as caused by lack of adequate of teaching and learning resources.¹² The content of the 2166 syllabus was framed and developed along the lines. The Sunday mail quoted one of the ministers commenting that the Zimbabwean

struggle for socialism is proving to be difficult and full of reverse of all kinds which have made many in the countries society cynical and despondent.

Syllabus 2166 enabled that substantive issues in history be addressed from an ideological view of socialism. Sehubert propounds that addressing who we are might become not merely about the acquisition of detailed knowledge, skills and disposition. Hence the post-independence syllabus indicated the purpose of teaching history was meant for pupils to gain an informed and critical understanding of a society development in Zimbabwe Syllabus 2166.¹³ It is in this moment the study will highlight that the demise of the Communist in Eastern Europe contributed to the fading of nationalist and a, moderate history syllabus aspect in Zimbabwe. In the same moment the political instability in Zimbabwe saw the shift of the moderate history syllabus into a developed one which was of radical in nature. According to Chitate “the emphasis on skills development it was hoped , would result in the development of the critical faculty among students, which would enable them to weigh evidence, detect bias, distinguish between facts and opinion , and draw reasoned conclusions”.¹⁴

1.4 The 2167 Syllabus

The 2167 syllabus of patriotic history can be regarded as a narrower than the old nationalist historiography. The 2167 syllabus was hurriedly enforced to the secondary schools which raised many eye brows from the stakeholders to the teachers. It found its way at the climax of Zimbabwean politics with the arrival of the opposition party in Zimbabwe which was never heard of history was completely revolutionized in its syllabus review. The Minister announced its transition from being an elective subject to being a compulsory subject. The syllabus was excluding the materialist approach nation building. For the previous syllabus had its focus on the

socialist view and this approach was no longer vital through the rise of a strong opposition of the MDC. Thus beyond this one can point out that history can be seen as a political performance a way to instil the desires of those in power. Thus this can be the same with the Rhodesian system of education which was centred on influencing their ideology that Africa had no history and that it was backward. Focus was on to the intention to promote an awareness of the country past. This is explained with its localization of topics of themes. It is called the Southern Africa and International Affairs but however out of its fifteen topics in the study eleven of the topics are local and in the remaining China is being studied.

The inquiry which was made by the Nziramasanga commission was never implemented but was stocked in shelves for it denounce making history a compulsory subject but this was ignored and history paved its way to the top of the five subjects expected a student to be regarded as a successful in the ordinary level education. The Nziramasanga Commission Report specified that the subject should be an elective which should be done but learners who have chosen to follow the academic rather than the vocational stream. The transformation of historiography in Zimbabwean education according to Ranger since 2000 the Zimbabwean government has been engaged in an institutional project to propagate “patriotic history “rather for academic use.¹⁵ There is propaganda in the writing and teaching of history from the curriculum designing or structure and the implementation.

Moreover with the introduction of the new history syllabus the government offered money to be used to enable reading materials to be produced to cover the introduced syllabus. Textbooks were written many of them but so shocking that only few were recommended and published some remained in the archives but never been read by the students for the authors have said beyond what the curriculum designers wanted the authors to write. Gasthen is of the view that

the praises which were given to the so called heroes did not deserve them for they did not play a greater role in the war of liberation, ZANU PF enjoyed the legendry in such narratives.¹⁶ Hence some of the people in the 21st century they attribute that there was or is betrayal of the revolutionary ideas since some of the efforts of other people were never mentioned but rather regarded as sell outs.

Years have passed on ever since African countries attained their independence but till today in the teaching of history the underdevelopment of Africa or anything which is wrong is blamed to the whites. In an interview with the teacher of history at secondary school noted that in their teaching of history anything associated to white is bad. there is no way can blame the black leaders for anything so to save one's life there is need to follow what is required. Thus become questionable how will development take place when the history is written to cover where the problem is. Phimister alludes that the assumptions underpinning patriotic history even if the precise moment of its articulation has turned on the intensification of particular political struggle.¹⁷

Education is a key strategy that is commonly used by the societies to transmit what the society feels as important. The 2167 through its weakness in implementation and content which was mainly based on Marxist-Leninist approach to development led to its replacement by another syllabus.

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CHAPTER TWO

THE INDEPENDENCE SYLLABUS 2166

2.1. The Nationalist syllabus

History curriculums are linked with political trajectories of states and greatly resemble the colonial period. The 2166 history syllabus came into existence through the riding wave of mass popularity as the party of celebrating liberation. Through the books which were introduced the People Making History textbooks used at Form 1 student. This shows how the nationalist were enjoying the platform of their voices to be heard. History is said to be a vehicle mainly used by the state thus through the change of ideology or blueprint history will be the subject which will be used to speak the minds and the desires of those in power.

The main motivational force for the change of the history syllabus 2160 to 2166 was influenced by the ideology which the government was now following. The need to transform from

capitalism to socialism saw the change even in education sector so as the ideology will have impact thus the secondary history syllabus was changed. In history it was of great relevance for it deals with themes like nation building and also the cultural aspects as it is agreed by Barnes.¹ The teaching of African history is justified for the government used it to trace the cultural roots of the past so as to return the dignity of Africa which it lost during the colonization process. After recovering the information it will greatly emphasize the need to embark the aspect of nation building and creating the sense of belonging to the citizens. In Zimbabwe after attaining independence there was need to address the issue of tribalism hence the 2166 syllabus according to the 2166 SYALLABUS had the objectives of 3.1 state aspects that identify an individual , family and a nation and 3.23 explain historical changes, events, terminology and concepts all was done in the hope to create or forge peace and unity

The postcolonial curriculum in history should do away with the system of homogenizing the elitist model of education of the colonial time which dealt with their own cultural practices and enhance the controlling aspect to the black majority. It should be redrafted to respond to the diversity and transformation of cultural and social context. Postcolonial curriculum changes should provide a “framework for critique ‘imagination “as propounded by Kanu.² The critique imagination helps to explain the process how people come to know and understand and also regarding themselves as the members of the community and the citizens of the nation thus being a vehicle for instilling the sense of belonging which will contribute to the nation building process which was characterized by the eve of 1980 in Zimbabwe through the history syllabus of 2166. This syllabus broke the chain of individualism which was the common feature in the 2160 syllabus to the togetherness under the socialist ideology. This is supported by Popkewitz who termed this as ‘from individuals into the seam of a collective narrative’.³

2.2. The content of 2166 syllabus

The debates over the content of history are sites of conflict in education and political. The secondary school history textbooks is social constructed by pivotal groups who see it as being central form in the creation of national memory developed to meet desired cultural, economic , political and social goals. According to Moyo “African historiography has typically consisted of writing Africa for Europe instead of writing Africa for itself, as itself from its own perspectives.”⁴ He goes on to say that a fresh ne survey that includes a wealth of indigenous ideas, African concepts and traditional outlooks.

The syllabus enables learners to learners to learn from the changing of socio-economic and political aspects, with their relations with the environment at different times, societies and places. It also address the issues of nationalism, patriotism through the themes of colonisation. It is of interest to highlight that these terms are defined in the manner which the ruling government want the learners to view it as rather than as the actual fact. The content of history has the sub themes that are cross cutting in secondary schools. These include gender, human rights and responsibilities and these will help in developing an understanding of the push factors for change and also how to handle them through the change of issues of human right or children which changes through the increase of human trafficking and also economic meltdown.

The history of the country was rewritten through using oral evidence and archaeological evidence. Thus this explains the rational for change and its motivation was to rebuild confidence in the citizens. During the 2160 history the nationhood of African communities had been downgraded by the white minority through the system of colonialism. Dr. Dzingai Mutumbuka was the minister of the ministry of Education and Culture his mandate was to make reforms in education and to keep the students in school to avoid school dropouts.⁵ The ministry became so

spotlighted on fostering self-sufficient students whom are motivated, dedicated and also productive at local to the national level. According to Asante he mentioned two controversial aspects on the content of African history in general.⁶ He mentioned the lack of thematic centrality that is the incapability of the curriculum designers to place the subject at the core of its explanations, narrations and interpretation which have strong base of evidence.⁷ He talks about the distortion of African agency and the lack of visions on this his argument is that the content the history panel has introduced Eurocentric attitudes , behaviours customs and concepts in discussing of African history to the detriment of a clear understanding of the motivations and desires of African people. This point out to the need of decolonising the mind and bring back the Africanisation of history which deals with Africa.

Moreover the curriculum in secondary the cultural traits of the African societies had been destroyed during the colonial period through the history which was being taught by the whites and also in the history textbooks for few books in regard to the African societies were few.it was mainly focusing on addressing the idea of who we are and might become. The teaching of history in the 2166 was to enable learners to gain already acquired information and the understanding of the social, economic and less of the political issues facing the process of building or developing Zimbabwe. More so the diffusion of local language faced unpopularity at the expense of foreign language became the dominant which created an environment of segregation for that minority could use their alien language at the expense of indigenous language. There was need to decolonise the cultural aspects which had been familiarised by the colonial administration in the Zimbabwean communities. However under this syllabus there was and still hypocrisy for they speak of cultural aspects but the indigenous languages are becoming the second in recognition English is regarded in the five pass O level and even in the writing of

the history textbook they use the foreign language thus there is still need the decolonisation of the mind for decolonisation still remains as a myth.

Furthermore, to solve the mentioned problems motivated the change of curriculum to 2166 was rooted in recreating the cultural aspects which had been polarised by the era of colonial era. In the history subject at secondary schools the topics which were being taught was in the aspect of Ubuntu or munhu this illustrate the quest to create distinctive attribute of the local people. More so this norm was validated so as to unite people and form one nation hence Anderson once termed that a nation is regarded as an imagined community for they live in the same geographical boundary of being in Zimbabwe but have never met but share the same nationalistic feeling.⁸ Through the 2166 there was a tracing of the cultural roots like Kupira mudzimu this was the system of returning the spirit of the dead person in the family so as to offer protection and linked to Mbuya Nehanda's saying that mapfupa angu achamuka this brings about hope and was regarded by the whites as evil hence after independence the history subject act to explain our historical and cultural traits or Kurova guva system. Thus with these being brought the sense of communality and belonging and also citizenship was uphold.

In addition, the rational for the transformation of history syllabus was meant to revise the indigenous knowledge in Zimbabwean societies which had been washed away with the coming in of the whites. The process of the curriculum change was basically done to claim ownership and to show that development was there in Africa erasing the stereotype which had been given in terms of development the historical traits talk about the monuments and the most elegant Great Zimbabwe site which had been of controversy by the whites who noted that it was not the African work because they do not have the skills to build the beautiful place like that. In defending this history in the new syllabus was written to claim ownership and show that

development was there and examples of Khami ruins was also highlighted to show that it was indeed the Africans.

In line with the indigenous knowledge history under the 2166 was there to shade light and teach the learners about the local facts and data that will help them to understand and analyse for future use thus highlighting the definition of history that it deals with the past to help understand the present and the future through critical thinking. This is highly linked to the social aspect about being moral upright and hard workers. There was need to have a good relationship between the people and the environments they dwell in. Thus the pre-colonial era the people did have their own preservation methods which again can be useful in the contemporary situation. This shows the creativity aspect of the blacks. In terms of medication they used herbs which again had been linked to the present day especially by the elderly people to heal the sick people thus all these had been undermined in the 2160 but was attacked as being evil for they wanted to defend the evils of colonialism. This information critically explains the motivational behind the changing of the curriculum in secondary schools in history. With this regards the change of history curriculum in the transition of independent was meant to reclaim what the Zimbabweans had lost.

The main push factor which motivated the change of the curriculum was the ideology theory. The syllabus was influenced by the need to facilitate the grounds of the transition. Its mandatory to the teachers and the students was to examine history from that point of Marxism- Leninism. This is viewed in the aims of the syllabus for example the 2.5 which narrowed students to have historical skills and tools of analysis within the conceptual framework of historical and dialectical materialism.⁹ The 2160 historiography was dominated by the capitalist ideology which was used by the colonial master to allude their terms and conditions even in education.

The education was dominated by the external board of Cambridge. According to the ZIMSEC report the 2166 was designed to create an understanding of historical events and developments in pupils relevant, knowledge and skills in the study of history it had the positive aspect of producing academic historians who are critical thinkers and could write quality essays.¹⁰ The aims included to promote an understanding of population, human rights and democracy issues. The ideology of capitalism was centred on individualism thus in the system of history syllabus the topics were of value to them at the expense of the majority. Thus saw the necessity to change the curriculum to 2166 and change even the education sector as a whole by localising the marking board of the exams. Just like its predecessor the history syllabus of socialism saw its way paving and dominating and had characteristics of discrimination. It was basically influenced in building the nation of Zimbabwe and unity people as one despite the differences during the liberation movement. President Mugabe said that “let bygones be bygones”. The curriculum also faced negative views from the society for it was labelled as being used by the government of Zimbabwe to have their ideas and desires taught. In the Sunday Mail one of the minister of the government commended that Zimbabwe’s struggle for socialism is proving to be arduous and full of reverses of all kinds which have made many in the country’s society cynical and despondent.¹¹ The moderate syllabus ended with the rise of the new political power and to safeguard the position in government saw a radical syllabus paving its way.

The nationalist syllabus which had a more internationalist outlook used the moderate approach was replaced by the patriotic syllabus which had more of local topics and used the radical approach. It saw its existence despite being rejected due to its failure to follow the correct channel before its existence. It is regarded as a vehicle the government and the political parties use to campaign yet the academic nature for the learners is not highly valued in this curriculum.

The 2167 of 2001 was excluding the materialist approach that was centred on 2166 to nation building. Phimster alludes that the assumptions underpinning ‘patriotic history’ even if the precise moment of its articulation has turned on the intensification of particular political struggles.¹¹ This is further supported by Presidents speeches in addressing the citizens

2.3. Implementation of the 2166 syllabus

The aims of the first decade of post-independence mentioned of education that should development pupils who were the masters in building new culture derived from the best of our heritage and history and the new curriculum had to underline self-reliance, innovation and creative qualities. This is well affected by how the process of curriculum is being handled, lack of transparent and dictatorial tendencies which will not give room to the teachers who implement the system and the learners and the stakeholders. The ZIMTA was equally represented in the 2166 secondary history but most of the teachers who attended the were coming from the primary schools and this meant that those views of the secondary teachers were not considered. According to the commission the curriculum should include what the society would like to pass on its youth as values, skills and knowledge and the development of natural legacy and interests of the learners.¹³ Curriculum refers to the aggregate of all that with impart to the learners through the total experiences of the school system in a deliberate design to achieve educational goals.

There was inadequate preparation of the syllabus in terms of scheming by the teachers and even on textbooks to be used for the introduced version. This created problems by the teachers to interpret the developed syllabus. Maravanyika in evaluating the syllabus he mentioned that the “Choice of concepts included in the syllabus should be convincing and not be emotive, realistic and blatantly propagandist, balanced and not biased”.¹⁴ This characterized the history syllabus

even in the current situation, in structure it is too long to be covered by the two year plan and this will result in failure to cover some themes and the use of little sources and this is danger for it will limit the skills of a historian that should be equipped by the learner. In justifying the failure to hold in service training to the history teachers for the 2166 the report noted that the process was affected by staffing, pressures from the need to localize the marking board and the reluctance of the regional officers to take part in the program. The established in service courses did not benefit many teachers in the provinces. Failure to follow the rightful procedures by the National History Subject Panel to fully engage with the history teachers made its sematic implementation problematic. Its replacement was inevitable for it persistent its place in secondary school curriculum and its existence was vanished without any notice from nationalism to patriotic feeling.

2.4. Challenges within the 2166 syllabus

The curriculum is socially and historically constructed manifestations. MacKenzie emphasizes that curriculum is itself a representation: not only a site in which signs that are produced in other places circulate, but also a place of production of signs in its own right.¹⁵ Regarding curriculum as representation means to illustrate the effort of its production. Invisible snares were introduced in the education sector especially in the teaching of history in secondary schools and even at higher levels. “Our histories are not our history”.

2.5 Learning Strategy

According to Musingafi et al a successful teaching and learning process requires the proper selection and arrangements of teaching materials.¹⁶ These include the content and also methodologies to be used in structuring a curriculum, syllabus and scheming of the work. This greatly require stages to be followed in their respective order. They also explain that “teaching and learning are highly complex and pervasive phenomenon, and therefore in a formal setting they have to be well structured for efficiency and effectiveness”

A curriculum is developed through planning for a larger programme of study and then building syllabi for courses to manifest the curriculum design and plan. The time frame for full implementation of the new curriculum should be five years. All its components are connected and thus an imbalance will deform or even destroy it. Failure of 2166 to follow this it led to its challenges and led to its replacement.

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CHAPTER THREE

THE PATRIOTIC HISTORY 2167 SYLLABUS

3.1. The 2167 Syllabus

The 2167 syllabus was overshadowed by political climate. The rewriting of history so as to reflect the events that led to the country's nationhood and sovereignty. Hence the new introduced syllabus was initiated by the government to ensure that their desired historical awareness was embedded in the school curriculum. The push and pull factors will be highlighted in the research. These factors should be driven by the students, teachers and other stakeholders so as to avoid the rejection of the syllabus and enable that it will be of benefit in creating skills to the learners.

History education has been the most significant mechanism on establishing the modern states due to its capacity to bring about the past information and construct it in the memory of the individual. This is done through the sources of history which are categorised in two main features that is the primary and secondary sources. From these there are evidence which are informed through the oral, written and archaeological evidence. Clark noted that for the reason that history is linked with nation building it will explain why the history curriculum is associated with the political trajectories of nation states both as the mode of transmission of the imagined national past and as a social engineering project to reshape the national consciousness of the people.¹ For example in the Eastern Europe after the demise of the socialist ideology History education was the reason why the people became aware of the transition that took place under the basis that Davidson called the “remembered nationalism”.² Thus in comparison with the Eastern American history in Africa this again was the case of Africa and Ranger coined this as “a new era of state produced nationalist history”.³ In line with this argument the primacy of the state as the agent of history its main promulgator and translator has brought fresh forms of ‘memorialise’ that are expressed through public history and the national school history curriculum.

3.2. Motivation for change to 2167

Aeneas Chigwedere radically changed modified the nationalist syllabus. The rationale behind the changing of the curriculum can be greatly linked with the 1999 turn over event in the Zimbabwean political status. The period brought a shocking wave in the history of Zimbabwe for it saw the rise of a stronger and competitive political party called the MDC. This political party rose with the support of many and to respond to this they were labelled as the sell-out and the puppets by the opposition members. History curriculum in secondary schools was changed and it

was speedily implemented without following the rightful procedures and this raises questions and analysis was made till they draw the view that this was only done to use history as a political entity rather than for mainly academic focus. History was announced to be the compulsory subject and the content began to change to suit the plans of the ruling government. Terms like sell outs began to be talk of the day. A close monitoring of history was left to the state. In consequence the teaching of history in secondary schools and even tertiary level teachers watch out for what they teach the children and what they say for they fear for their lives. Some of the topics are not fully explained but the teachers and even the students fear to analyse. In an interview with Mr Mapfumo he noted that some information is sacred and he emphasised that there freedom of speech but no freedom after the speech.⁴

3.3 MOTIVATION FOR CHANGE

Gatsheni's definition of patriotic history is characterised by roles to land and races and circumscribed by loyalty to the liberation movement.⁵ In the same manner Miles propounded that the beginning of patriotic history boils down to ZANU-PF as the alpha and omega of Zimbabwe's past present and the future.⁶ The definition of nationalism began to be associated with political affiliation in Zimbabwe and this affected the academics in the field of education. Ranger talks about the nationalist historians bad and the historians of nationalism as good.⁷ On this aspect it shows that the content of the subject was now characterised by bias in the writing of textbooks. For example if one writes the book that is aligned to the government was regarded as the masterpiece and could be published. For example the book which was published was later commended as the best despite its failure to be recognised when it was first published.

According to Prof Mavhima The 1999 Presidential Commission together with the November 2014 and came up with the Zero Draft in 2015 and started to develop the syllabi.⁸ The content which was developed in had the force factor that Zimbabwe should have human capital that aid it to achieve and to make Zimbabwe a competitive country in the 21st century hence the introduction of the STEM and this even aired on television by the song of JAh Prayzer so as to inform the people and encourage the learners. In an interview with the anonymous students at University level they aired their views by alluding that the in doctrine of history has been motivated by the need to change in history content was only meant to distort history to be on the side of the government for example how the comrade distort the history in regard to the liberation war so as to create their own heroes and heroines also their own villains so as to gain popularity. For example the students used the issue of the history which was written about Mai Mujuru for shooting the anti-air during the liberation struggle but this wave shocked the students or learners and even the teachers when history was rewritten that this never took place. Another student started by the quotation the country came through the bush and cannot go through a ballot paper. This is the history content which the student at secondary schools are being told and in their back of the mind that is the history of Zimbabwe and the continuation of teaching themes like colonisation and still to be blamed for the underdevelopment of the African countries rather than looking for solution to the problem.

The new system of education must aim at eliminating the colonial psychology and creating independence psychology aiming to install in the mind of learners as postulated by Nasibi.⁹ In this view it means that it should build the pride in people that they are Zimbabweans with the appreciation of the culture, history and at large African personality. As Dr Mazambani said in interview the history which should be taught should be decolonised history focuses on local

history and in achieving this there is need to have historians to give the input which will link with the local aspect.¹⁰ Education is not all about individual fulfilment or self-advancement but it is mainly about being the stronghold in the process of national modernization and development ideas from family; level to the national level. History as a subject at secondary school curriculum is widely recognised as an “unavoidable element of education since time immemorial.” This is due to the view that it provides the structure of change and continuity.

Moreover in the movie Monument Man there was a saying that “to destroy people’s houses they will come and build new once but if you distort their history that is killing people” In addition the content of history is more of addressing the politics rather than for academic aspects and the benefits of the learners. The history shifted from the liberation war to educational arena so still fighting for its popularity. The curriculum is manipulating and even on social media there is propaganda terms like sell outs are day to day words when the history of the country is being proclaimed on television.

The syllabus enables learners to learners to learn from the changing of socio-economic and political aspects, with their relations with the environment at different times, societies and places. It also addresses the issues of nationalism, patriotism through the themes of colonisation. It is of interest to highlight that these terms are defined in the manner which the ruling government want the learners to view it as rather than as the actual fact. The content of history has the sub themes that are cross cutting in secondary schools. These include gender, human rights and responsibilities and these will help in developing an understanding of the push factors for change and also how to handle them through the change of issues of human right or children which changes through the increase of human trafficking and also economic meltdown.

In an interview with Mr Shava he talks about the transformation of history content from its basic aspect. He noted that there has been the introduction of economic history which he said to be of great benefit to the collapse of the economic sector of Zimbabwe.¹¹ Change again from the subjects to learning areas. he placed an emphasis that the controversy of the new curriculum mainly by history teachers is because they are afraid of losing their jobs since there is the reverse of history being elective and heritage the core learning hence there is need for teachers who are trained for the area to teach it but in the time being heritage is still being taught by those who were teaching history. In this interview the researcher manage to draw the weakness of the new curriculum for its fast track without adequate resources for the learning area to be in existence in secondary schools.

3.4 Implementation of 2167

This phase of history syllabus held a lot of controversial views which were pointed by many historians as pushed to its existence by political motive. Appropriates of the curriculum should be based on the extent to which how the developed curriculum meets the individual or learners progresses and benefits in terms of economic and social developments. This challenges the patriotic history and also the current introduced curriculum of heritage studies syllabus which saw its existence as a core subject replacing history which is now an elective at secondary school. Curriculum is at the apex of education sector, anything that is done in improving education through teaching training or improving facilities is of little importance if curriculum is not appropriately equipped to the students with the values and prepare them with high skills career of the future.

The school subject syllabi is prepared by the CDU with the consultation of other stakeholders, school heads and teachers the CDU design, plan, and develop the curriculum and monitor its implementation. But this was not the case in the history syllabus in secondary schools for this lead to its ineffective and also many drop outs despite being a core subject, the teaching material and human resources was and still of shortage as is discovered by the research. The Unit approves the school textbooks and provides orientation for teachers on new approaches to learning but there is a challenge on this there is shortage of textbooks and the orientation to the teachers in terms of history 2167 it was just hastily put in practice with the teacher having little knowledge about it and this is the greatest challenge in the system of education in Zimbabwe.

In addition to the above information, the history teachers argued that the curriculum lacks cohesion in terms of the subject areas. The introduction of heritage studies is causing chaos and confusion to the learner and the teacher. The parents criticized the curriculum for its inability to equip the pupils with skills to help them to fit in the international community. Stakeholders also play a central role in the curriculum development and they are raising their concern on how education sector is being run. On twitter Star FM news aired the stakeholders' concern over poor implementation of the new curriculum and the teacher organization lack human resources and policy inconsistencies hence brought confusion in schools.¹² Hence the skills like being analytical, evaluating are limited in the history syllabus at secondary school due to fear and lack of resources.

Lacks of pilot testing for there are written record which clearly states the process of pilot testing the new introduced syllabus of history. This problem still has not been taken care of establishing the trial and error of the introduced curriculum in the system of education. Even in line with the preparations that were made in the production and distribution of adequate, relevant teaching and

learning material. Mr Vhomo history teacher in Zvishavane rural area says that only a review of primary documents through the circulars and workshops.¹³ Improvised teachers were and are required to teach and implement it to the schools hence it will cause tension between the teachers and those in the ministry of education.

Furthermore, in response to the controversies Minister L Dokora the Bulawayo 24News speaks that since teachers were not aware of the new curriculum in Mutare and Mashonaland West hence blamed the teachers and also talking about the need to review the retirement age of teaching downwards.¹⁴ on this note there is no transparency in the development of the curriculum. Thus information dissemination on these terms is controversial hence challenging the effectiveness of the curriculum. The view that the new curriculum was a product of team work with various groups in all provinces is contestable through the reactions being aired on media by the unions and associations and even parents and the students. Stakeholders claim that they made no contribution to the development or design and even been consulted concerning the issue only got shocked with the move to implement.

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CHAPTER FOUR

HERITAGE STUDIES

4.1 Motivation for change to Heritage Studies

The transformation of history curriculum in the contemporary secondary school is characterised with controversy around the content and implementation. History is said to be a vehicle mainly used by the state thus through the change of ideology or blueprint history will be the subject

which will be used to speak the minds and the desires of those in power. Heritage is defined Matseketsa as the combination of the study of culture, inherited traditions monuments and symbols of nationhood.¹

For change to take place there are push and pull factors which can be grouped into short term and long term goals in the designing and implementation of the new developed curriculum in education sector. The introduction of heritage studies was factored by the view that the pointers which were wrong in the previous curriculum needed to be addressed according to Mrs E Mangi.² She narrowed down her views into articulating that the previous was too theoretical and not productive. It had factual knowledge without clear understanding to solve problems but in terms of history this was not the case according to the research for it proves that there is a lot bias in the teaching of history in secondary schools. “We are a country that need to transform from a low income status to a high income status through innovative process, need to industrialise and Zimbabweans need to be proudly Zimbabwean hence the need to strengthen heritage studies and patriotism”.³ In an interview with Mr Dhliwayo he noted that at archives mainly in Gweru they usually base on the history of the past hence history us becoming stagnant.⁴ Modernisation theory which is a phenomenon spreading world-wide and is again found playing a central role in explaining the rationale for the change of the history syllabus. Marozva in her article postulates that Minister Dokora said that the new education syllabus in meant to modernise the education system to be in line with modern world in terms of technology advancement and also the assessment on the school infrastructure is going to be conducted to see if they are ready to accommodate the new implemented technological advances in the education sector.⁵ In history the use of ITC is to be used. So as to access information relevant to the subject and also this will enable students to interact with their teachers through fast means than waiting for the lesson

time. This will create students who are skilled in terms of research taking advantage of the information age.

Principle Director Gonese also point the issue of the need of philosophy guidelines, as a reason for the change of curriculum in secondary schools.⁶ The current developed or still developed curriculum is following the zero draft curriculum framework which deals with Ubuntu or Munhu philosophy in the heritage studies. This framework will help in preparing learners to have critical thinking, problem solving abilities and leadership.

According to the ZIMSEC Advanced Level syllabus, Zimbabwe is part of the global community with a historical heritage which is overtly or covertly linked to historical and contemporary regional and international events and trends.⁷ This became the reason behind the change in history syllabus so as to address the issues in line with the time this will make up the content and themes outline. However these issues will be twisted more as to suite the ruling government. An anonymous said that history syllabus is being used to manipulate the thinking of the learners , he used reference to the current new curriculum which saw the heritage studies and introduction of economic history saying that it was done only to infiltrate their ideas to the children rather than for academic benefits or to be competitive in the international market.

As Prof P Mavhima said the reason behind the change in the education will contribute to a better way of the socio- economic of the country.⁸ He continued to say that many countries are undergoing the same process to prepare the pupils to be competitive hence Zimbabwe did the same way.⁹ This created a sarcastic side that the ministry only embark on the event only to be like other countries not because they saw the need to change and clearly explain how reckless the curriculum has been delivered to the secondary schools without proper induction or consultation

to those who needed to contribute to the draft of the new curriculum. The rationale for the transformation of history curriculum is pushed by the strong base of that a country cannot operate in a vacuum hence the issue of globalisation, technology and enlightenment became a pull factor for the change of the education sector to be in line with the global thematic issues. Law noted that to respond to history is a key subject in understanding and analysing these aspects and events which have the social, economic, political and cultural relevance.¹⁰

According to the Herald “the aims of the new curriculum include motivating learners to cherish their Zimbabwean identity and value their heritage, history and cultural tradition and preparing them for participatory citizenship”.¹¹ More so the new curriculum will prepare learners for life and work in an indigenised economy and increasingly globalised and competitive environment to ensure desirable literacy skills, which are practical competences for life and challenges of the knowledge of the society.

Curriculum talk about the material and means which the student interacts and more so there is the need to decide what the people want the curriculum to produce and for what purpose. The historian curriculum and filled of experience pursue their own work within its own given institution with little involvement of the students. There is need to involve the students in the quest of knowledge. History disseminates valuable information and certain perspectives embedded within a powerful analytical model which is of great value in the changing of the world. Teaching and learning are highly complex and pervasive phenomena, and therefore in a formal setting they have to be well structured for efficiency and effectiveness. A successful formal teaching and learning process requires proper selection and arrangement of the teaching items or materials. The selection and the sequencing of learning content and methodologies thereof take place in the curriculum, syllabus, and scheme of work and lesson plan stages. School

curriculum in history is a body of knowledge that learners are presented with so as to initiate children in certain modes of sense making and also shape their experiences of the worldview.

In an interview with Mr Shava he talks about the transformation of history content from its basic aspect. He noted that there has been the introduction of economic history which he said to be of great benefit to the collapse of the economic sector of Zimbabwe.¹² Change again from the subjects to learning areas. he placed an emphasis that the controversy of the new curriculum mainly by history teachers is because they are afraid of losing their jobs since there is the reverse of history being elective and heritage the core learning hence there is need for teachers who are trained for the area to teach it but in the time being heritage is still being taught by those who were teaching history. In this interview the researcher manage to draw the weakness of the new curriculum for its fast track without adequate resources for the learning area to be in existence in secondary schools.

4.2 Content analysis of Heritage Studies

Rationale for heritage studies is highlighted in its aims that is to assist learners to become responsible citizens, patriotic, competent, self-reliance and have the sense of national pride regardless of diverse cultural, ethnic and political affiliation. The prominence on science and technology as a means of realizing industrialization is debatable and the heritage studies which had been implemented as a compulsory subject downgraded history to a subject of no value. Science has penetrated even in careers which traditionally required history this move brought further demotivation ton the students who are partaking the subject and even to the parents now have an increase. It is now a question of interest in order to peruse the career in law it requires history for it is a profession that exclusively requires historical thinking and the knowledge of

history. In an interview Mrs Mapuranga a parent with a child on Zvishavane High noted that she is now advising their children concentrate on science and continued to say that even on registration she will not bother to pay for history due to the curriculum which had been of great interest in the education sector by Minister Dokora.¹³ His move to replace the subject from being compulsory with Heritage studies.

According to Prof Mavhima The 1999 Presidential Commission together with the November 2014 and came up with the Zero Draft in 2015 and started to develop the syllabi.¹⁴ The content which was developed in had the force factor that Zimbabwe should have human capital that aid it to achieve and to make Zimbabwe a competitive country in the 21st century hence the introduction of the STEM and this even aired on television by the song of JAh Prayzer so as to inform the people and encourage the learners. This is the history content which the student at secondary schools are being told and in their back of the mind that is the history of Zimbabwe and the continuation of teaching themes like colonisation and still to be blamed for the underdevelopment of the African countries rather than looking for solution to the problem.

4.3 Problems within the new curriculum syllabus

The new system of education must aim at eliminating the colonial psychology and creating independence psychology aiming to install in the mind of learners as postulated by Nasibi.¹³ In this view it means that it should build the pride in people that they are Zimbabweans with the appreciation of the culture, history and at large African personality. As Dr Mazambani said in interview the history which should be taught should be decolonised history focuses on local

history and in achieving this there is need to have historians to give the input which will link with the local aspect.¹⁵ Education is not all about individual fulfilment or self-advancement but it is mainly about being the stronghold in the process of national modernization and development ideas from family; level to the national level. History as a subject at secondary school curriculum is widely recognised as an “unavoidable element of education since time immemorial.” This is due to the view that it provide the structure of change and continuity.

The objectives of the curriculum in history focus greatly at localizing the history subject and in the current situation the heritage studies has been “forcefully” implemented in secondary schools without the fact it is facing resistance from both the teachers and the students. The News Day wrote that the teachers Union responding to Dokora’s so called use of military tactics after he threatened to fire the teachers who were not delivering quality results in line of the new curriculum.¹⁶ In the same way in the Afro Metro the teachers are asking why the introduction of new curriculum.¹⁷ Under these attributes it raises eyebrows on the nature of the education system and the results from the education environment. With the arguments in terms of implementation what more about the content and the skills which are linked to the curriculum for the curriculum is supposed to represent and present job opportunities so that the individuals will contribute to the development of a nation. Pinner asserted that the curriculum should not be perceived as procedural and prescriptive...Rather in history syllabus it should direct flag point what the students should do.¹⁸ In this regard the curriculum must be regarded as a “cultural practice” by London, which is open to critical thinking and evaluation to multiple world views and reality not limiting the learner by localizing the subject.

4.4 Implementation

Analysing from its first phase of implementation the new heritage syllabus lacks of pilot testing for there is no written record which clearly state the process of pilot testing the new introduced syllabus of history. This problem still has not been taken care of establishing the trial and error of the introduced curriculum in the system of education. Even in line with the preparation that were made in the production and distribution of adequate, relevant teaching and learning material. Mr Vhomo history teacher in Zvishavane rural area says that only a review of primary documents through the circulars and workshops.¹⁹ Improvised teachers were and are required to teach and implement it to the schools hence it will cause tension between the teachers and those in the ministry of education. General R Manjongwe said the minister threatened to fire school heads who were not delivering quality results and also on Star FM news Dokora said to have challenged teachers to uphold high ethical stands and to be accountable for their actions.²⁰

More so on Nehanda Radio also allude that curriculum changes and nationalization of education is gambling with the future.²¹ In the case of the ongoing critical debates of the developed curriculum teachers are being threatened and bills and petition are being taken to the cabinets. This is evidenced by the Sunday news was expressing the issue of Pan Africanism as a philosophical anchor sheet of executing its mission of promoting Afrocentric terms of reason in a contested terrain of global discourses.²² This shows that it seems to be no freedom of African reason, there is dominance of ideas which stand to since the prejudice of colonialism.

Furthermore, in response to the controversies Minister L Dokora the Bulawayo 24News speaks that since teachers were not aware of the new curriculum in Mutare and Mashonaland West hence blamed the teachers and also talking about the need to review the retirement age of teaching downwards.²³ On this note there is no transparency in the development of the curriculum. Thus information dissemination on these terms is controversial hence challenging

the effectiveness of the curriculum. The view that the new curriculum was a product of team work with various groups in all provinces is contestable through the reactions being aired on media by the unions and associations and even parents and the students. Stakeholders claim that they made no contribution to the development or design and even been consulted concerning the issue only got shocked with the move to implement.

4.5 Challenges

The introduction of STEM programme which prioritise mathematics over history in the process creates feelings of general inadequacy in students who are even struggling with sciences but doing great in social subjects and the parents who pay the fees as in an interview with Mrs Mukanhairi alluded that she can only struggle to raise registration fee only for sciences subjects rather than for history. Lack of public debates in regard to the new curriculum. History teachers in Zvishavane alludes that the induction and training in line with the heritage studies was not properly done. In explaining this Minister Dokora addressed this by arguably saying that this had the motivation from the Nziramasanga Commission among other government sponsored reviews. He also placed emphasis on the aspect that he did not want the introduction to take long just like in the case of the President Inquiry of 1999 hence the reason for rushing but however this is inconvenience to the teachers who need to distribute the skills and the knowledge to the students of something they hardly know about for some claimed to never saw the syllabus.

4.6 Teaching methods of heritage studies

Nationalisation of education through making it contextual that is more time in classrooms for patriotic history which is now replaced from being a compulsory to elective by heritage studies as a compulsory subject. Use of trips, case studies, research, discussions, debate and also drama

The teaching of history in the previous syllabus was based on classroom learning where by the teacher and the students at secondary level communicate through the use of textbooks. This is then revised in the new curriculum which attribute by the term coined by Callahan as a hands on approach which will ensure problem solving learning in a more effective than traditional text book based methods.²⁴ This is elaborated by Mrs E Mangi in an interview who said that there is reintroduction of the assessment system which had been done when it was the Cambridge in system. She noted that nothing much has changed to what is in existence. There will be continuous assessment which will take place and then examination will be evaluative which will take place as children learn. The assessment will have 30% as the children learn and then examination will have 70%. As in history there will be a task or project to be completed. It will a research that will be carried out by the learner and assessed during the course and this will help in critical thinking and also will be in formative evaluation nature.

In the teaching of history at all level even at secondary there is need to engage critically with the students. This will help both the learner and the teacher to know if they are moving on the same page rather than creating the situation that the teacher will be explaining what the students will be failing to grasp. Thus there is need to have strategic methods in the classroom to be implemented by the teachers. These strategies increase interaction between the learners for at times the student can find it easy to understand the same concept the teacher had said when it has been explained by a fellow colleague. The questioning technique can be used as a strategy to know if the teacher is addressing the themes to the students or is talking to himself or herself. More so this strategy help in promoting critical academic thinking in history lessons. For example while watching the teacher teaching history at Zvishavane high the teacher used the recall questions which enhanced the highest level of participation in the classroom. This system

will increase the listening and participation concept of children to be of high standard. This will also help in promoting critical thinking among the students rather than to be spoon feed by the teacher. For history is more of facts critical thinking and evaluates.

4.7. Learning strategies

History as a form of knowledge discipline represents accounts of multilayered and multifaceted human experiences across time and space which are not value-free but subjective as well as theory laden according to Yilmaz.²⁵ Many views which are linked with the past represented has value but it is given so as to be interpreted in an ideology view and help the future and even the present situation under the well-known saying that History repeating itself. This is supported by Sandwell who noted that the teachers who are expected to emphasize this notion of a history curriculum have to rethink school history as ‘contested dialogue about evidence and interpretation.’²⁶ The history subject should not be a national subject or school syllabi but it should be open to conversation and dialogue thus will bring developments or implication in the society. Due to its strong link with the political environment it become too sensitive and it will lead to the point that students will only accept whatever views given taken for granted – reality. Moreover with history being greatly linked with the political sphere of influence teachers in classroom on some topics they use the question methods by which they will only ask students question and give them room to answer but some of the questions the teachers tell their students to avoid them in examination With this again this can even point the factor that the students should also be consulted in the changes and development to be made in the situation of changing the curriculum in the history subject.

History as an endless channel of communication in which teachers and students engage each other on the basis of the vernacular histories that make up their lives. They will have to reframe and recast the knowledge in ways that recognize its contentedness and establish how it positions their everyday experiences. In the Zimbabwean education system in terms of history this is not practical for the curriculum being introduced will be there to save purpose of those who implemented it. Some ministers are there to implement change only for the sake of living a legacy during his or reign. For example the current situation which saw the introduction of heritage studies which has not been accepted by the community and even the teacher for it lacks proper channel for its existence.as they say history will repeat itself this greatly illustrated in the syllabus of history in Zimbabwe.

Beinstein alludes that there should be the decontextualizing of knowledge by engaging learners in dialogue with both the text and among themselves, calling on them to infer and reinterpret the content in the light of their own experiences; challenging them to move beyond their own theories about the past, reconcile their own and others' histories, and think critically about the world around them and finally create a democratic atmosphere in the classroom in which they can develop understanding of how knowledge positions them in terms of privileging who they are and providing them with access to power and control over others.²⁷ This process will create a critical epistemological engagement that will lead to the transformative of students in their society and even at national level when dealing within issues of development. But this collaborative initiative is lacking in the curriculum system for it is dominated by those in power but who even do not know what the children want and also the challenges their facing

4.8 Methods used in teaching history

The issue of multiplicity sources can be used to promote understanding of history. This validate the use of both primary and secondary source. There is need of research that is in archeological view they should took part in research activities and this is lacking in the study of history in secondary schools for they only rely on secondary source. Pupils had to be exposed to a broad range of resources ranging from primary to secondary sources but greatly with strong base on the primary evidence. This was in accordance with the words by Garvey and Krug who expressed that to let pupils examine primary evidence. It is to allow them to practice, in a fundamental way, the skills that a historian has to use.²⁸ It is to teach the structure of the subject by making pupils act within it.

Husbands points out that “pupils can use historical evidence to develop and test hypotheses about the past provided such evidence is presented to them appropriately”.²⁹ The overall analysis of the new introduced Heritage Studies still in progress hence its full implementation cannot be fully expressed but from measuring its starting point it is facing a lot of backdrop for implementation in secondary schools.

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CONCLUSION

The research was carried out to find the push and pull factors behind the rationale of secondary history curriculum in Zimbabwe from 1990 to 2017. The study concludes that the concept of the changes in the history curriculum at secondary school in Zimbabwe was not relay understood it created confusion and more controversies which led to brain drainage, negative attitude by the students and the parents towards the subject. The introduction of 2166 which was the nationalistic history backed up by socialism was implemented without the full consultation to the teachers and yet they were expected to play a central part in implementing the newly introduced curriculum to the pupils. The change was hurriedly done without adequate resources for the innovation of the syllabus. The motive behind this was the push factor for the need to replace the capitalist society which had been created by the colonialists.

The 2167 which was introduced in 2000 had more political affiliation for it was pushed into existence despite the 1999 Commission findings and to make things worse it was declared a compulsory subject in the schools. The reason behind this was to infiltrate the ideas they wanted the learners to know on the basics on when and how. This came into existence after the dominant political party of MDC came into light of Zimbabwe which had in a way politically enjoyed the single political party. The introduced syllabus limited the critical thinking and evaluation of those aspects which the people face on the daily aspects which also lead to be the hindering aspect on talking about the development issues of Zimbabwe for some of the issues cannot be fully discussed are regarded as sacred there is freedom of speech but no freedom after speech. These e themes are found in themes like democracy, human rights and corruption.

What motivated the content of the history syllabus to change remains controversial to historians fro they are failing to find the push or pull factor in the academic system but rather the drive is

illustrated in the political sphere of influence. History syllabus have been designed in a certain way that it wished the students to think and become. The structure of 2166 paper one, 35% was for procedural knowledge that is the use of primary source (cartoons of treaties, photographs) in order to interpret their historical context. The paper two, 67% for application and interpretation skills whereas the 2167 the recall type of questions dominated. 17 marks are allocated to recall and description and 8 marks to interpret and analysis. This clearly shows the changing nature of the nature of the syllabus being introduced in history and affecting the critical thinking of the students and hence the question by Barnes “who does this curriculum wants you to be?”

The education reform has not fully been concentrated in the hands of the teachers’ professional inquiry with the great reference to history curriculum in secondary schools. The importance curriculum design enables alternatives to be selected and should be agreed and understood mainly by the experts in that area of study and also consultations to be done to the teachers , students and the parents. Barnherdt noted that education development is a multi-faceted affair with more dimensions on which decisions need to be made. The problems which are encountered during the designing and implementation of the curriculum illustrated through the shortage of resources in terms of teachers, infrastructure, financial crisis and also absence of pilot. In this moment with the introduced curriculum which is facing resistance due to lack of the above mentioned attributes.

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