

# **An evaluation of preparedness of government high schools in the implementation of the competence based curriculum (CBC) in Gweru district, Zimbabwe**

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## **Abstract**

The study focused on evaluating the preparedness of government high schools in the implantation of the competence based curriculum (CBC) in Gweru district, Zimbabwe. A case study research design was adopted and thematic analysis was used in analysing data. This study sample included three (3) school heads, thirty (30) teachers including the three (3) heads of department from the three schools. Telephone interviews were used to collect data from teachers while face to face interviews were conducted with school heads. All the high schools under study are in the Gweru district, midlands province in Zimbabwe. The findings were that most heads and teachers had positive perceptions as well as positive attitudes towards the implementation of the CBC. However, Gweru government high schools lacked resources such as infrastructure, textbooks and equipment for practical subjects. It was recommended that the Ministry of Primary and Secondary Education should improve infrastructure of government schools (including furniture and building labs) and provide adequate water and electricity. The high schools should fund-raise in order to procure learning and teaching materials.

## **Impact Statement**

The rapid introduction of the Competency-Based Curriculum (CBC) in Zimbabwe's schools has raised concerns about the readiness of government high schools to implement it effectively. The problem lies in the fact that the CBC's implementation coincided with economic hardship and funding constraints for the Ministry of Primary and Secondary Education (MoPSE), compromising the availability of necessary resources and trained teachers. This study aims to evaluate the extent to which government high schools in Gweru district are equipped and prepared to deliver the CBC, to inform policy decisions and interventions to support its successful nationwide implementation. Teachers and school heads have expressed mixed perceptions and faced various challenges, including a lack of teaching materials, insufficient teacher training, and logistical issues in adapting to the new curriculum's structure and content.

**Keywords:** Curriculum, resources, implementation, perception, attitude