



Opportunities and Challenges in the Heritage-Based Curriculum for Sustainable Development in Zimbabwe: The Case of One Secondary School in Masvingo Urban

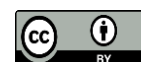
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ABSTRACT

Curriculum change is inevitable, as society changes and develops new needs, so does the curriculum. Curriculum is a product of its time, hence the Zimbabwean education system has adopted the Heritage-Based Curriculum as an educational innovation popularly known as Education 5.0. The Heritage-based Curriculum seeks to impart in learners practical and entrepreneurial skills for the development of industry, thus creating jobs and reducing unemployment. This study sought to assess the effectiveness of the Heritage-Based Curriculum for sustainable development in Zimbabwe, focusing on opportunities and challenges. The study sought to assess the impact of the Heritage-Based Curriculum in attaining the set goals as envisioned in the Vision 2030 global proclamation. The study also aimed at examining the opportunities that are associated with the implementation of the Heritage-Based Curriculum in secondary schools in Zimbabwe and to identify the strategies that can be implemented to overcome the challenges of the Heritage-Based Curriculum. The descriptive survey method was adopted for this research study. The qualitative research design was adopted for the study and the researchers used purposive sampling to select participants. The study established that the Heritage-Based Curriculum emphasises practical skills such as problem solving as well as entrepreneurship for modernisation and industrialisation of the economy, in line with Vision 2030. The primary aim is to produce graduates who are job creators rather than job seekers. This would alleviate problems brought about by unemployment and produce goods and services useful to the economy, using available natural resources. The study also revealed the following challenges: lack of resources, as well as lack of support from parents and other stakeholders for effective implementation of the curriculum. The study recommended that workshops and in-service training be organised to empower the teachers with the appropriate skills, and that resources should be made available for successful implementation of the Heritage-Based Curriculum.

Key Words: Curriculum, Heritage-Based Curriculum, Education 5.0, Sustainable development



INTRODUCTION

The colonial education system in Rhodesia emphasised memorisation of information at the expense of marrying theory with practice for problem solving and provision of goods and services (Pisirai and Veremu, 2025). The curriculum was seen as a package to be consumed by learners and emphasis was on learners acquiring knowledge for its own sake (Mudavanhu et al, 2025). The curriculum was not meant to serve the needs and aspirations of the society that it was meant for. Snelson (2024) asserts that education during the colonial era was purely vocational for the majority of the black people. The curriculum should be selected from the society that it serves but this was not the case in the colonial period, as emphasis was on rote learning. The advent of independence in Zimbabwe brought in a new trajectory meant to empower and uplift the lives of the indigenous people. There have been many educational reforms in the post-colonial period, and these reforms were meant to redress the colonial imbalances. Pape (1998) affirms that in 1981, the Education Act was amended to remove clauses of racial separation, even in the historically white suburbs, the law made it possible for domestic workers to enrol their children in the neighbourhood schools where

they were employed. Many other reforms such as Education with Production (EWP) were introduced to redress colonial imbalances. According to Zvobgo (1990), the Education Act of 1987 was also a notable reform in the new Zimbabwe which created a two pathway system for education. Admittedly, the Nziramasanga Report (1999) was the bedrock upon which major educational reforms were founded (Mudavanhu et al., 2025).

The major educational reforms that followed were as a result of the recommendations of the Nziramasanga Report (1999), chief among them being the Competence-Based Curriculum. The latest innovation is the Heritage-Based Curriculum which seeks to equip learners with practical and entrepreneurial skills for industry, thus producing goods and services and creating jobs and thereby reducing unemployment. The reforms may also help in boosting the country's Gross Domestic Product as well as improving the country's exports and reducing imports, thus earning the country the much-needed foreign currency and raising the standards of living for Zimbabweans in line with the country's Vision 2030 of becoming an upper middle income economy. Entrepreneurship is all about being able to identify a problem (gap/opportunity) and

then solve the problem to make profit, in line with the Education 5.0 Model. The Education 5.0 Model is a futuristic term that aims to integrate advanced ICT technologies into the education system to enhance the learning experience and remove barriers to educating an individual (Ahmad et al., 2023). Thus, one of the fundamental goals of the Education 5.0 is to promote personalized learning, collaboration, and well-being through the use of digital tools such as Artificial Intelligence and Internet of Things. Additionally, Education 5.0 focuses on developing 21st-century skills such as critical thinking, creativity, and problem-solving, rather than just rote learning and adds immersive experience in the classrooms using augmented reality and mixed reality applications (Kahmal, 2019). The ultimate goal of Education 5.0 is to create a more efficient, effective, and equitable education system that can adapt to the changing needs of society in the fifth industrial revolution. It is worth noting that curriculum is a product of its time; it must remain relevant and change according to the needs of the society that it is meant to serve, hence it is subject to review from time to time so that it remains relevant.

Background to the study

There have been many curricula reforms in the African region and beyond. Kenya reformed its curriculum in 2019 to the Competence-Based Curriculum. Nigeria also revamped its curriculum in 2013. Numerous other African states like South Africa also followed suit. These educational reforms were in line with the global trends and Zimbabwe is not an exception to these curricula changes. Change is inherent in society and the school curriculum should keep pace with the changes in society (Shiundu & Omulando, 1992).

In Zimbabwe, curricula changes started in 1980, to redress colonial imbalances. At the onset of independence in 1980, education was made a priority for all. The democratisation of education led to the many educational reforms. In the colonial era there had existed racial discrimination and segregation. The education system favoured the White minority and there were no notable educational reforms apart from the Tate Commission (1929) and the Fox Commission (1952). These reforms were focused only on European education. These were the only reforms but were meant to serve the White minority. Oliva (2023) asserts that curriculum is a product of its time. Many scholars agree that curriculum is indeed a contested terrain and an unfinished business.

The colonial curriculum was meant to perpetuate White hegemony. The colonial curriculum was tailor-made to suit the demands of the capitalist regime. The education system was fraught with segregatory policies meant to perpetuate White superiority. The Blacks were educated to provide cheap labour for the Whites, on farms and mines. The Blacks were not taught, nor empowered with, the skills that would enable them to start their own businesses or create their own employment, but were supposed to seek employment from the Whites. Mapara (2009) argues that the colonial masters saw the non-Whites as inferior and the education system emphasised White superiority. In the same vein, Mudavanhu et al. (2025) argue that the colonial administrators felt that the Africans were to be given education relevant to agriculture and industry, to prepare them as labourers and not to compete with the Whites for white collar jobs.

Upon attainment of independence in 1980, the government of Zimbabwe sought to remove the disparities based on gender and race, as many schools were opened and primary education was made compulsory. Shiundu & Omulando (1992) posit that there is nothing like a perfect curriculum for all ages, and as society changes and portrays

new needs, so does the curriculum, hence at the dawn of independence, the new Zimbabwean government introduced Education With Production (EWP) as an educational innovation to transform and redress the colonial imbalances. The government established seven pilot schools which mainly catered for war collaborators and former refugees who had previous experiences from fellow African countries like Tanzania. Several other post-independence reforms were implemented in Zimbabwe in line with global trends and in line with that fact that curriculum is an unfinished business as it has to respond to the needs of society from time to time. The school is a micro-system which operates in a macro-system, hence what the state aspires to be is enshrined in the school curriculum and the nation's hopes and aspirations are expressed through reforming the curriculum. The reforms in the education sector were mainly to equip learners with relevant skills that could help them survive in the serious business of life (Pisirai & Mavezera 2023).

The educational reforms in the post-colonial era mainly emphasised combining practical and productive skills into the curriculum, which was termed Education 3.0 (Pape, 2019). However, the challenges that this educational reform faced for successful

implementation included lack of suitable qualified staff for practical subjects and production units, lack of financial and material resources, and the fact that people equated it with manual work (Mashingaidze, 2010). The recent educational reform which has assumed the nomenclature Education 5.0 or Heritage-Based Education is meant to infuse technology into the indigenous knowledge system. In other words, it is a catalyst for the 4th Industrial Revolution. The world has witnessed other revolutions before, and the current revolution is meant to catalyse the Internet of Things. It is, therefore, prudent and worthwhile to note and interrogate the effectiveness of the current reform in Zimbabwe and its potential to uplift the lives of the Zimbabwean people. Many educational reforms have suffered due to lack of knowledge and requisite infrastructure. This research paper, therefore, examined the effectiveness of the Heritage-Based Curriculum in line with Vision 2030.

Research Aim

This study sought to examine the effectiveness of the Heritage-Based Curriculum for sustainable development in Zimbabwe, focusing on opportunities and challenges.

RESEARCH OBJECTIVES

The study was guided by the following objectives:

- (i) To examine the potential of the Heritage-based Curriculum in attaining Vision 2030.
- (ii) To identify opportunities that are associated with the implementation of Heritage-based Curriculum in secondary schools in Zimbabwe.
- (iii) To identify the strategies that can be employed to overcome the challenges in the Heritage-based Curriculum.

RESEARCH METHODOLOGY

The study employed the descriptive survey design which is qualitative in nature. Qualitative research was ideal for the present study because it permitted the participants to give narratives of their experiences and challenges in implementing and managing the Heritage-Based Curriculum. Qualitative research is more concerned with understanding a social phenomenon from participants' perspectives (McMillan & Schumacher, 2001). The study was conducted in Masvingo Province at one selected urban school. The selected school had ninety teachers and fifteen teachers were purposively sampled for this study. The

school has a staggering population of three thousand learners, of which two were purposely sampled for this study. The data were collected using online open-ended questionnaires and interviews due to limited mobility induced by work commitments. Online interviews were highly successful and the responses were all collated in two days. The analysis of data was done from the transcripts of the voice recorder and the research questions served as a guide for conducting data analysis.

THEORETICAL FRAMEWORK

The study was guided by the Concern-Based Adoption Model, which argues that curriculum is implemented once teachers' concerns have been adequately addressed (Pisirai, 2021). The fundamental beliefs underpinning the model are that all changes originate with an individual and, consequently, the individual's changed behaviour results in change in the institution (Fuller, 1969). The model further assumes that for individuals to embrace change, they must see the change as relevant to their personal and professional lives. This model was viewed as relevant to the study, as the study focused on establishing the challenges that teachers face in implementing the Heritage-Based Curriculum. The model

further argues that individuals need time to learn new skills and formulate new attitudes about the perceived change. It is against this backdrop that the researchers adopted the theoretical framework to assess the effectiveness of the new curriculum in achieving Vision 2030. The Heritage-Based Curriculum is also aligned with the Education 5.0 Model, which aims at producing graduates who are innovative and capable of driving national development by being job creators and earn a living, rather than job seekers, thus improving the standards of living, as it emphasises marrying theoretical and practical learning for sustainable development.

RESEARCH FINDINGS AND DISCUSSION

Theme One: Heritage-Based Curriculum and Achievement of Vision 2030

The research findings reflected that the Heritage-Based Curriculum, based on the Education 5.0 Model, plays an important role in accomplishing Vision 2030, as it emphasises the need for innovation and industrialisation of the economy. The study found out that the Heritage-Based Curriculum focuses on the provision of goods and services, innovation, research, and

entrepreneurship. It was noted that innovation, research and entrepreneurship are catalysts for modernisation and industrialisation of the economy, leading to economic growth through mass production and consumption of goods and services. Innovation transforms ideas into outputs that can also be expected to earn the country foreign currency. The participants highlighted that one cannot talk of the Heritage-based Curriculum without looking at Vision 2030 and the support it gets from the Heritage-Based Education 5.0 Model and driven by National Development Strategies 1 and 2. Participant L9 said:

Incorporating Heritage-Based Education into the curriculum can be a useful tool for sustainable development as this brings relevance to the education system in Zimbabwe.

Heritage education practices need to be contextually relevant to learners' reality and everyday worldviews and should inculcate into learners a sense of ownership, identity and responsibility for local heritage resources (UNESCO, 2022). The participant further explained that even the learners' interest in heritage education is likely to increase if in its implementation the learning processes are centred on issues relevant to their

worldviews. The other participant, T2, highlighted that the Heritage-Based Curriculum will result in mass production of goods and services useful to the economy and that are based on the country's natural resources, and that it equips learners with the relevant skills and attitudes that are useful in life. T2 had this to say:

The heritage based education is a noble idea as it has come at the right time where everyone is striving to make ends meet and it is most likely to be of interest to both staff and students as it is centred on real life issues that empower students financially and materially. We are lucky that Zimbabwe is endowed with a lot of natural resources that can be harnessed towards mass production of goods and services making life easier for the ordinary people in the country.

In support of the above narrative, a study by Maringehosi (2020) also found out that Education 5.0 was a good initiative from the government as it sought to equip learners with the relevant real work skills rather than just being job seekers. The study also revealed that mass production of goods and services will lead to cheaper and affordable prices to consumers, thereby improving the people's standard of living in line with Vision

2030. Another participant, T3, had this to say:

It is worth noting that the heritage based curriculum equips learners with the necessary skills for becoming job creators rather than job seekers. There is a high probability that more jobs will be created thus reducing the unemployment rate by year 2030 as per national vision. It is hoped that if the education system embraces the vision in letter and spirit, Zimbabwe will achieve the yearned upper middle income economic status as envisaged. It will no longer be a slogan but a reality for the people.

The study also revealed that Heritage-Based Education promotes problem solving, business and financial literacy skills vital for creating a workforce capable of driving national development. The learners agreed that they were able to identify problems in society and to solve them using the locally-available resources in order to make money. One participant, A2 said:

Entrepreneurship is all about being able to identify a problem (gap/opportunity) and then try to solve the problem in order to make profit. Heritage based curriculum is therefore aligned to the National Vision of becoming an upper middle income economy

by 2030. Heritage Based Curriculum provides a balanced approach to education by marrying theory with practice as it provides both academic and vocational pathways.

The response above shows that heritage-based education was welcome and could help alleviate Zimbabwe's perennial financial challenges by creating employment and fostering a sense of self-reliance through imparting entrepreneurial skills. It was worth noting that the curriculum innovation had overhauled the knowledge-based education and brought in a new dimension where learners were required to enhance life skills, other than recalling facts. The research study found that the new curriculum resonated well with the Vision 2030 mantra as enshrined in the millennium development goals. This is in line with the findings by Pisirai and Gunhu (2022), who established that curriculum is a product of its time and is meant to serve the needs and aspirations of the society that it is meant for. Curriculum, therefore, changes in response to the needs of the society that it is meant for. Therefore, the Heritage-Based Curriculum was found to be ideal and a most welcome innovation as it is in tandem with the global trends.

Theme Two: Opportunities Brought about by the Implementation of the Heritage-Based Curriculum

Critical Thinking and Problem Solving Skills

The research study found out that the Heritage-Based Curriculum emphasised practical skills such as problem solving and entrepreneurial skills, thus empowering the next generation of Zimbabweans through job creation. The participants pointed out that the Heritage-Based Curriculum emphasised school-based projects and hands-on activities and, thus, encouraged practical learning. The school-to-work is a system of education that allows students to combine classroom instruction with practical experience and helps consolidate the knowledge acquired at school and tests student aptitudes in the field through practical experience. One participant, L4, opined:

Innovation is all about being able to put or apply theoretical knowledge to real world situations enhancing the learners' problem solving and critical thinking skills and make money for a living. Heritage-based Curriculum empowers learners with the appropriate skills to identify societal

problems and solve them in order to make profit.

The response resonates with Achille and Fiorrillo (2022), who found out that combining practice and theory helps in consolidating acquired knowledge. The curriculum innovation was found to be relevant in producing a complete individual who is work-oriented. The study also found out that the participants applauded the new innovation which contrasts rote memorisation of the information learnt, as the learners were now applying the scientific and technological skills relevant to today's world. One of the learners, L1 pointed out:

Technology is changing every day and it is imperative that the graduates produced by schools be technologically advanced and not only have theoretical information but be able to produce goods and services needed to meet the needs of the society. By encouraging learners to produce goods and services through hands-on-activities and undertaking projects, Heritage-Based Curriculum allows us to construct our own knowledge that would lead to innovation and industrialisation for sustainable development of the economy.

The narrative above is testimony to the beauty of the Education 5.0 Model, which aims at producing graduates who are innovative and capable of driving national development, as it emphasises theoretical and practical learning. The model of education is ideal as it also helps in escalating the Fourth Industrial Revolution.

The Heritage-Based Curriculum, as mentioned earlier, is aligned with the Education 5.0 Model and Vision 2030. The study revealed that by cultivating innovative and well-rounded learners, the Heritage-based Curriculum supports National Development goals. Participant L3 reported:

The learners can drive progress and national development as they are better prepared to contribute to the economy and society at large through the skills acquired. These skills will help to propel the country to the upper middle income economy as envisaged in the National Vision 2030.

The findings tally with Adams (2002), who argues that economic growth is important for national development and that economic growth is a result of improvement in the quality of the labour force. The skills acquired by the learners will be used to increase the production of goods and

services, thereby promoting self-sufficiency and making Zimbabwe less reliant on external aid. One of the priority areas under the National Development Strategy 1 (2021-2025) is Food and Nutrition Security. The major objective under Food and Nutrition Security is to improve self-sufficiency and to retain the regional breadbasket status by increasing food self-sufficiency from the current level of 45% to 100% (Government of Zimbabwe, 2020). The study, therefore, found out that the curriculum innovation resonates well with the National Development Strategy as cited above.

The research participants also pointed out that the Heritage-Based Curriculum offered opportunities for professional growth. The participants highlighted that they would develop new teaching methods that align with the curriculum's goals as a result of in-service training programmes and workshops that would be organised to equip teachers with the requisite skills to implement the new curriculum. One of the research participants A3 said:

Curriculum change is difficult and often deskills the teachers and therefore teachers would need to be in-serviced to carry out the new innovation. Change is usually complex such that experienced teachers would

become in-experienced and often resist the change.

The above findings align well with the research study by Omar (2014), who found that in-service training updates teachers' skills and knowledge for improving teaching and learning. In addition, Alfaidi and Elhassan (2020) note that one of the basic purposes of the in-service teacher training programme is to enable teachers to succeed in their profession. In-service training acts as a catalyst for teachers' effectiveness as teachers can apply the knowledge acquired to teach the learners. One of the basic purposes of the in-service teachers' training programme is to develop professional knowledge and skills and enable teachers to adopt new situations in their professional life and satisfy the students' needs (Alfaidi and Elhassan, 2020). According to Nevenglosky, Cale and Aguilar (2019) one benefit of professional development includes teachers' increased comfort and skill levels for implementing new curricula. Professional development, therefore, supports teachers in new initiatives.

The study also found that teachers applauded the Heritage-Based Curriculum for incorporating continuous assessment and the

traditional examinations. One teacher, T4, said:

The new innovation is ideal for us and the learners at large as it fuses continuous assessment with the traditional examinations which is a plus on both the teachers and the learners.

The study further revealed that the learners would be required to undertake some school-based research projects of practical applications of their continuous assessment, which would complement the traditional summative examinations. The learners argued that the project-based learning would enable them to have a hands-on instruction model that would make learning very interesting and enable them to solve real world problems. Learner L2 said:

Education and cultural heritage today means the development of flexible and interdisciplinary paths, the improvement of learning processes and research skills, the broadening of specific competencies and the acquisition of relational, communication and project skills. Heritage-Based Curriculum would offer us practical skills through hands-on projects making learning more relevant and meaningful. On the other hand, the project-based learning approach would

encourage us to learn by actively engaging in real-world and thereby constructing our own knowledge.

As part of the Heritage-based Curriculum, each learner, regardless of their educational level, will be required to complete one project per learning area per year and the school-based projects will be considered as part of the coursework mark to ZIMSEC (Ministry of Primary and Secondary Education Secretary's Circular Number 4 of 2024). The learners hailed the use of school-based projects as part of their coursework marks and also pointed out that the projects would improve their research skills. By emphasising school based projects and hands-on activities, the curriculum encourages practical learning for students. The learners would be able to apply theoretical knowledge to real-world situations. In other words, the Heritage-Based Curriculum puts emphasis on heutagogy. The fundamental principle of heutagogy is learner agency, where the learner is the primary agent of his or her learning. In other words, heutagogy emphasises the use of learner centred instructional strategy.

Theme Three: Challenges Brought about by the Implementation of the Heritage-Based Curriculum

The research found out that resources constraints was a major stumbling block in the implementation of the Heritage-Based Curriculum in the Zimbabwean schools. Zimbabwe is a third world country currently grappling with hyperinflation and persistent droughts, hence most of the state resources are directed towards food aid. The budgetary constraints range from financial to material resources. One participant, T8, aptly said:

We are constrained in terms of resource allocation, limited financial and material resources support from the community, relevant ministry and central government, resulting in challenges such as securing appropriate teaching and learning resources, building the necessary infrastructure to meet the needs of the new curriculum such as ICT laboratories is a major drawback.

There was a unanimous response by the participants that parents/guardians were not paying fees and levies in time and that the government was also not timeously disbursing the funds meant for Basic Education Assistance Module (BEAM), which was launched by the Government of Zimbabwe in 2001 to assist orphans and vulnerable children. One administrator, A1, said:

The majority of the children are under BEAM and the school lacks financial resources for the implementation of the Heritage-Based Curriculum since Beam is a programme that provides school fees, examination fees, levies and building assistance. Heritage-based Curriculum embraces Mathematics, Science and Technology as well as entrepreneurship and financial literacy among others, the teaching of these subjects need funding for purchasing the material resources and the construction of appropriate infrastructure. Besides frequency and bureaucracies of materials procurement, absence of internet and ICT equipment for learners in the classroom, lack of computers, and power blackouts are the current challenges that may impede smooth implementation of the curriculum.

In their study, Atihura and Nambi (2024) found out that that shortage of appropriate teaching resources for some new learning areas, for example, entrepreneurship, ICT and Accounting, just to mention but a few, and the available textbooks, do not address some of the issues in the new curriculum. Lack of resources such as computers internet and relevant literature necessary for the execution of teaching and learning can inhibit effective curriculum implementation (Mandukwini, 2016). The above authorities

further emphasise the need for resources in order to fully implement the new innovation.

The teachers revealed that they needed in-service training for them to be able to implement the new Heritage-Based Curriculum. One of the teachers, T6, said:

Some of us lack the appropriate knowledge and skills, for example, digital skills, those skills that will enable us to find, evaluate, use and share and create content using digital devices, such as computers and smart phones.

The above sentiments were also manifest in the research by Atihura and Nambi (2024), who found out that the teachers are challenged since many are not equipped with the ICT skills. Mandukwini (2016) argues that teachers are the main implementation ‘tool’ in any curriculum reform and they have to be adequately capacitated for the successful implementation of the curriculum. Fullan (2015) also argues that individuals are the core unit of change; if they do not have the adequate skills, change will not occur. Teachers highlighted that they may not be adequately trained to deliver a Heritage-Based Curriculum. Continuous professional development is important to assist them understand and appreciate the new

curriculum. Professional development is most effective when it is an on-going process with properly-planned learning programmes (Campbell, 1997; Ho-Ming and Ping-Yang, 1999) in Mandukwini (2016). In the same vein, Kyahurwa (2013) argues that changes in education with regard to curriculum at all levels requires teachers to expand their level of knowledge and skills. The study, therefore, revealed that regular training of teachers is important for successful implementation of the Heritage-Based Curriculum in Zimbabwe.

The study found out that the attitudes and perceptions of the various stakeholders including teachers and students may result in resistance if they have negative attitudes on certain aspects of the Heritage-based Curriculum. One participant, P5, said:

Curriculum change requires stakeholder buy-in without which the user system can develop some negative attitudes. These attitudes are formed and have dire consequence on the implementation process because once formed, these attitudes are difficult to eradicate.

The above narrative concurs with Bordia et al. (2003), who found out that providing quality information can facilitate openness

and a positive attitude towards change – by reducing uncertainty associated with change – and thus, makes the new policies more likely to be implemented. The readiness of teachers, including their attitudes can be a challenge in implementing the new curriculum. The success of the curriculum depends on the ability to understand curriculum changes and some teachers may willingly contribute in the process of new innovations, and some may not easily accept change, especially when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices (Mandukwini, 2016). Some teachers may have negative attitudes towards the implementation of the Heritage-Based Curriculum due to fear of the unknown. The study found out that both teachers and learners had negative attitude towards the use of school based research projects as a form of continuous assessment as they viewed them as time consuming and irrelevant to their needs.

The study found out that the implementation of the Heritage-Based Curriculum can be met with resistance and practical challenges if the community is not involved. One member, T8 said:

Raising public awareness and support is needed. The public needs to understand that through community-based heritage programs. Raising public awareness is important for the successful implementation of the Heritage-based Curriculum in order to get support from the community.

The teachers highlighted that the school as a social system is a community within a larger community. It gets its learners and the resources it wants for the implementation of the new curriculum from the community and there is need for the community to be aware of such curriculum changes, to avoid resistance to such changes. Gasva et al. (2019) also found out that limited consultation before introduction of the new curriculum can be a challenge when implementing a new curriculum. In addition, OECD (2020) posits that when stakeholders are involved early on the reform process, they can shape and make sense of the new curriculum based on their existent belief system, and develop ownership that encourages their willingness to commit to the reform. Public awareness as a way of bringing a certain issue to the attention of the community is important for the successful implementation of the new Heritage-Based Curriculum in Zimbabwe. To be effective, all stakeholders need to be aware of, and

understand, what the curriculum implementation strategy entails for them and how they should be involved (OECD, 2020).

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the introduction of the Heritage-based Curriculum would contribute immensely to the accomplishment of the national goal of becoming an upper middle income economy by year 2030 through innovation and industrialisation of the economy. Furthermore, teachers and learners would acquire new skills that would lead to national development through mass production and mass consumption of goods and services. The study also concludes that the successful implementation of the Heritage-Based Curriculum can be brought about by the provision of adequate resources as well as early involvement of the community, as it is responsible for the provision of the much-needed resources for curriculum change to take place. It can also be concluded that the school-based projects would improve the research skills of learners and the hands-on activities would help them to marry theory and practice so as to solve societal problems, and in the process create jobs for themselves and, thus, reduce the unemployment rate and

improve the standard of living. The entrepreneurial skills developed would enable learners to identify opportunities or problems and solve them in order to make profit.

Accordingly, the researchers recommend that:

- Quality information be passed on to various stakeholders in time so as to avoid resistance to change.
- There be early involvement of the community on the reform process to develop ownership of the change of the curriculum.
- Workshops and in-service training programmes be organised to equip the teachers with the requisite skills necessary for the successful implementation of the new initiative.
- The resources necessary for the implementation of the Heritage-based Curriculum such as computers, internet, financial and material be in place if curriculum change is to succeed.
- Teachers as the major curriculum implementers should lead the way in

showing clear and positive understanding of the New Curriculum in order to enhance its effective successful implementation.

- There is need to carry out a similar research on a wider scale so that the results can be generalised and the findings can be used to improve the new reform.

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