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## Education as a Tool for Nation Building: The Case of Zimbabwe's New Curriculum

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### **Abstract:**

*This article interrogates the significance of education as an engine for nation building and transformation of citizens in Zimbabwe. The curriculum has been in the past marred by colonial permutations and emphasised theory than practice. This intensified the need to revamp the curriculum so that it will address the needs and aspirations of Zimbabwe's populous myopic view that theoretical and intellectual education is the effective way to be undertaken. Hence, curriculum should be re-conceptualized to reflect the local context and ways of understanding and deconstructing the colonial narratives and mind set. Drawing from curriculum theory and Hall and Hord's (2001) Concerns Based Adoption Model, this study opines that though education in particular has played a pivotal role in the enhancement and transformation of citizens in Africa during the post-independence era, the curriculum needs to be fostered and used as a catalyst for nation building. Education has been advocated as the ultimate tool that can emancipate the world from the shackles of ignorance, poverty, inequality and underdevelopment. This is clearly reflected in various tasks and projects found in educational policies and frameworks which include enhancing the provision and access to education, language policies, indigenous knowledge systems and the revamping of the school curriculum to enable it to be relevant to the current national ideals and vision. Conclusively, Zimbabwean government has made strides in changing the curriculum to align it with current global trends and initiatives which include ICT, heritage studies, mass displays and STEM to enhance innovativeness towards empowering learners with specific kind of education ideal for intellectual and national development.*

**Keywords:** Curriculum, development, education, empowerment, technology

### **1. Introduction**

Education has been the most effective tool in nation building as it transforms a country's socio-economic, technological, political and cultural outlook. The developments of a country are hinged on its education system. CIET (1999) opines that in reviewing the Zimbabwe education system found out that the education system was not in line with the prevailing global trends. Hence, this has an implication on the ability of education to contribute to nation building. Education has always been advocated as the ultimate tool that can emancipate the world from the shackles of ignorance, poverty, inequality and underdevelopment (Peresuh, 1998). As a result, most countries of the Global South (GS) have been embattled with the desire to craft a curriculum that is relevant to their aspirations while taking into consideration the need prevailing socio-economic and geo-political climate of the day. It is against the background that the Zimbabwe Government found it imperative and necessary to craft a new curriculum document that addresses the issues of the nation and those of the global world (Chikwanha, 2009; Maravanyika and Ndawi, 2011). Thus, the new curriculum has been implemented in an effort to address shortcomings noted in the old curricula and to keep in touch with emerging global trends. The aim in this case was to make the curriculum taught in schools to benefit the learner and help in nation building. For education to be an effective tool in nation building, there is need for the education system to be in tandem with the needs and challenges facing the nation both in the short and long term. Kingdom and Maekae (2013) as supported by (Hwami, 2013) point out that the human resources needed for the development of a country is provided by education. When individuals are educated they will be able to contribute meaningfully to the development of the nation. As a result, the Zimbabwe updated curriculum came into effect in January 2017 with the aim and mandate to modernize the education system at primary and secondary level to ensure that the system is in line with prevailing global trends and contemporary technologies (Mavhunga and Moyo, 2012). This entails the desire to improve the nation's quality of education; Kingdom and Maekae (2013) argue that the level of a nation's development is determined by the quality of its education system.

Educational reforms and innovations which were embedded within the new curriculum may fail to be successfully implemented as noted by Fullan (2002) who discovered the missing gap as a failure of understanding the perceptiveness process of change and the factors that contribute to successful transformation. Therefore, curriculum implementation is viewed as comprising of three types of change which are change in materials, change in methodologies and practices and change in values or beliefs (Zvobgo, 1997; Chikwana, 2009). This entails a paradigm shift from teacher-centered learners-centered methods, the embracing of ICT in teaching and learning and the training of both learners and teachers in the philosophy guiding the new curriculum through the content in the syllabuses and the learning materials and content. It is against this background that this study envisages to look at education as tool for nation building with special reference to the Zimbabwe new curriculum.

### *1.1. Theoretical Underpinnings*

In an effort to help in analyzing the new curriculum and its implementation in order to see its relevance, benefits, goals and its ability to bring the desired change in nation building the Curriculum Theory and Hall and Hord's (2001) Concerns Based Adoption Model are the underpinning frameworks for this study. It is vital to analyze the curriculum because Mavhunga and Chinyani (2012) argue that the curriculum is man-made and emanates from the societal needs. As a result there is need to for the curriculum to be reviewed and evaluated to understand its relevance in relation to nation building and the ever unfolding global trends from a socio-economic and political perspective. Besides that the new Zimbabwe curriculum is demonstrative of the nation's responsiveness to the ever unfolding global and local trends across different areas of development. Therefore this makes the curriculum theory and the Concerns Based Adoption Model relevant to this study.

### *1.2. Methodology*

The study adopted a qualitative research design in order to study the phenomenon under natural settings. This has the advantage of getting information as it occurs in its natural settings without any alterations. Population was taken from thirty seven secondary schools ten schools were purposively selected for convenience and issued with structured questionnaires which they completed. From the questionnaires the data was analyzed based on emerging themes that came out from the responses given.

### *1.3. Education and Development in Zimbabwe*

The role played by education in the development of any country cannot be over-emphasized. The pivotal role played by education in the development of Zimbabwe is unparalleled. Hence, the transformation of Zimbabwe's colonial curriculum at primary and secondary level was long overdue. It was a necessity in ensuring that the course of the nation's development can be redirected in relation to contemporary global trends whilst at the same time preserving the nation's identity and indigenous fabric. Kingdom and Maekae (2013) point out that the human resources needed for the development of a country is provided by education and the level of a nation's development is determined by the quality of its education system. As a result the new curriculum came into effect in order to modernize the education system at primary and secondary level to ensure that the system is in harmony with prevailing global trends and contemporary technologies (Matereki, 2011; Hwami, 2013). The level of interaction in a country's society, tolerance and appreciation of different cultural ethnic groups is a reflection of how education can contribute to social development of a country. Social interaction and cohesion among a nation's individuals in building rewarding and meaningful relationships is nurtured through education. Education promotes the system of productivity, (Obasanjo, 2012) through ensuring individuals discover innate skills and the ability to be creative and innovative. In this case it is through education that individuals are trained to be valuable to both themselves and the nation. Considering the significance of education in developing Zimbabwe it is mandatory that adequate funding and resources are availed. Poor funding can be viewed as having the effect of producing sub-standard infrastructure in schools therefore making the learning environment to be non-conducive, (Kingdom and Maekae, 2013). Quality education therefore demands the availing of relevant, adequate and quality resources.

The socio-economic, political and human development, are components that are anchored in education, (Vespoor, 2008). Suffice to say that, the transmission of positive change in a country is rooted in education. Therefore, education helps in shaping people's way of life, their attitudes, values, culture and skills, (Urich and Wasu, 2012). Consequently, this will allow individuals to become useful citizens to themselves, their family and contribute meaningfully to the development of Zimbabwe in a sustainable way. With development not only does a nation achieve economic prosperity but goes beyond this to include the expansion and positive transformation of its environment, politics, culture and social fabric (Crick report, 2008). One way of achieving this is by embracing technology in education which has transformed nations as it plays a significant role in the sharing of ideas across organization's and nations' cultures

The greatest heritage a nation can leave for its descendants is a sound education and the role of education in develop a country in a sustainable way is unrivaled. The primary objective of education is to develop human resources which will be utilized to transform a nation's development agenda, for example ZIMASSET in Zimbabwe. Therefore the capabilities needed for socio-economic transformation in the young generation are embedded in the education they receive, (UNESCO, 2005). It is through education that the dynamism of societies can be accommodated and assimilated without aggression, thereby promoting tranquility, gender equity, diversity, poverty eradication and Ubuntu, the philosophy underlying Zimbabwe's new curriculum. Uriah and Wosu (2012) conclude that education produces the human capital needed for different forms of development and sustainability. Therefore education should always be responsive to

the ever-changing needs of society as it is the greatest weapon that a nation can use to fight the never-ending challenges of this world. For the human race to live sustainably education should always be valued.

#### *1.4. Socio-Economic Transformation*

Several economic blue prints were enacted by the Government of Zimbabwe with sole aim of improving the socio-economic outlook of the Zimbabwe economy. However the current economic blue print at play is the Zimbabwe Agenda for Sustainable Socio-Economic Transformation, ZIMASSET (2013-2018). ZIMASSET is an economic blue print launched by ZANU PF government based on the party's election manifesto. The implementation of ZIMASSET is based on the Results Based Management and ZIMASSET as an economic road map will provide the development of the country from 2013-2018 (Adeyemi, 2008; Vespoor, 2008). Food security and nutrition, social services and poverty eradication, infrastructure and utilities and value addition and beneficiation are the four clusters that make ZIMASSET. Towards an Empowered Society and a Growing Economy is the vision of ZIMASSET.

The education sector falls under the Social services and poverty eradication cluster and education has over time been seen as the most effective way of eradicating poverty. It is against this background that the government of Zimbabwe came up with policies that support equity in access to education. Samoff (1999) concurs that the introduction of inclusive education supported by the Education Secretary's Policy Circular Number 36 of 1990, the Zimbabwe Education Act of 1990, the Disabled Persons Act 1996 and the Zimbabwe Curriculum Regulatory Framework 2015 – 2022 and the Basic Education Assistance Module [BEAM] were meant to ensure that the marginalized and disadvantaged have access to education since education was seen to be an effective tool in socio-economic transformation. Hwami (2013) argues that the adoption of inclusive education by Zimbabwe was meant to address the challenges bedeviling children with disabilities in education. The enforcement of inclusive education in all schools in Zimbabwe ensures that all children irrespective of cultural, ethnic, social or learning background get equivalent learning opportunities in all kinds of schools. Thus inclusive education was meant to ensure that marginalized learners with special needs education are integrated into the least restrictive environment as required by the United Nations declaration that gives children the right to receive education (UNESCO, 2005). However it is important to note that there is no specific legislation of inclusive education in Zimbabwe. Besides the issue of inclusive education the government of Zimbabwe introduced the Basic Education Assistance Module [BEAM] in 2001 and Matereki (2011) says that the BEAM programme which came into effect in 2001 was meant to enhance access to education as a social protection intervention. The programme was meant to enable Orphaned and Vulnerable Children's retention in schools by providing them with the provisions of the 1987 Education Act which states with absolute certainty that education is a human right. Thus the adoption of inclusive education and the BEAM programme were meant to ensure that the socio-economic fabric of society is transformed through education. When learners are empowered through education they will have the capabilities needed to participate meaningfully and sustainably in socio-economic activities of their country. Therefore through education socio-economic transformation will be enabled and all the other clusters of ZIMASSET, food security and nutrition, social, infrastructure and utilities and value addition and beneficiation will fall into place.

#### *1.5. Curriculum and Innovation Paradigm*

Curriculum and innovation paradigm emerges as a country's education system makes an attempt to respond to the dynamics of its social, political and economic systems from within and without. The Zimbabwe curriculum was criticized for being more academic, (CIET, 1999). Therefore it is against this background that the government of Zimbabwe took a bold step to review the education curriculum. This paradigm was meant to ensure that the education system is shaped and redirected towards the emerging and changing trends in education both locally and globally. Davies (2011) argues that the reasoning behind curriculum innovation is justified when the existing curriculum no longer meets the current prevailing societal expectations emanating from dynamism in culture, politics, economics and technology which propel new visions. As curriculum change take place it is paramount to note that there will be changes in philosophies that underpin the learning areas, teaching and learning materials to be used, changes in teaching methodologies and changes in the values and beliefs. Adeyemi (2008) term these changes the three possible types of objective change that entail curriculum implementation.

The innovations made in the curriculum were made to ensure that there are pedagogical and curricular shifts in education. According to the Curriculum Framework for Primary and Secondary Education 2015-2022 the shifts made were from teaching to learning, summative evaluation to formative and summative evaluation, didactic teaching to participatory and learner-centered and interactive methodologies. It is in this realm that curriculum as a product to both process and product, rote learning to applied learning, transfer of facts to learner construction of knowledge, focus on inputs to focus on outcomes, traditional subjects categories to learning areas (Obasanjo, 2012; Hwami, 2013). These shifts in curriculum are meant to ensure that the curriculum is responsive to changing societal and learners' needs be it academically, socially, politically, technologically, culturally and economically.

The paradigm in curriculum has posed a great challenge to education in that it should make learning sustainably captivating to learners. Education is mandated to pay attention to learners' skill, capabilities and ways of doing things, (Egan, 2008). Gone are the days of taking learners as empty vessels that should be filled with knowledge. The emergence of ICTs has made traditional teaching methods irrelevant as the different ICTs have created learners who are more independent and less dependent on the teacher. Even the material to be learnt will be under the control of the learner since he or she can engage in learning not only at school but also at home and during her own time. Obasanjo (2012) argues that the move towards independent learners will draw education systems closer to what John Dewey believed in.

The changes in the teaching and learning methods warrant the emergence and embracing of different methods of assessment in education and the Gordon commission found out that there are changes that are coming up on assessment in future. Hwami (2013) noted that on assessment emerging paradigms will include learners becoming their own managers and producers in terms of knowledge, the combining of reading, conceptualization, collaboration, communication and computation, embracing the new functions of learning and learning becoming a social process. Thus, curriculum needs to be transformed because education is continuously changing in relation to population data, the state of the global economy, science and technology and the geo-political. Thus curriculum assessment techniques and methods need to be responsive to these change drivers to ensure that education remains relevant.

However there are several challenges that hinder curriculum implementation despite the desired innovation and paradigm. From studies conducted by Badugela (2012) in the implementation of the South Africa National Curriculum Statement it emerged that lack of training on the part of school leaders and teachers and shortage of resources and lack of support from the government were found to be the challenges in the implementation of the National Curriculum Statement. Davies (2011) in her study on the implementation of the technology education curriculum found out that resource availability was a major issue raised from all participants to the study. Funding for the curriculum was also found to be poor and this resulted in lack of library services, textbooks, timetabling and poor infrastructure. In addition parental involvement and attitudes were found to be poor as evidenced by poor levies payment. Moreover inadequate support and level of understanding by administration were also noted as challenges in curriculum implementation (Chikwanha and Maravanyika, 2011).

Badugela (2012) found out that in South Africa curriculum implementation of the National Curriculum Statement took place on an unequal basis between previously advantaged schools and previously disadvantaged schools. Moreover previously disadvantaged schools had poorly qualified teachers, lacked parental support coupled with little if any access to private sector funding. Adeyemi (2008) finds lack of knowledge of the change process as a challenge faced by teachers in the implementation of a new innovation. This emanates from the fact that teachers as implementers of the curriculum may not have adequate capacity to initiate innovations in school level curriculum. Chikwana (2009) cites an example in Hungary during decentralization where the mismatch between the former system and the new pedagogical cycles of the National Core Curriculum in 1995 was identified as one of the key challenges of the reform. It is ideally for teachers to be conversant with the change process and be trained adequately for the successful implementation of the curriculum.

#### *1.6. Human Development and Global Trends*

UNDP (2016) view Human Development as a process of enhancing peoples' choices. Globally and locally people are developed through the nurturing of their skills and abilities by the people as a result of directly participating in the activities that build their lives and for the individuals by enhancing their livelihoods, Ranis, Stewart and Sammon, (2005). Becoming educated, enjoyment of a decent way of live and the leading of a long and healthy life are the primary choices in human development. However focusing on education it should be noted that education is one of the most important factors in ensuring that the other choices of human development are attained and sustained. Through education marginalized and minority groups together with those who have special needs education are taken into consideration to ensure that their specific needs are met and this will ensure that they benefit from the progress in human development (Egan, 2008; Ulrich and Wasu, 2012).

There is need for politicians to ensure that no one is left behind in benefiting from education through legislation. The enactment of social policies that provide safety nets for marginalized groups, minority languages and people with disabilities ensure that these people are protected, included, accommodated and empowered. This in turn will enhance their access to education, their potential to live an independent life, get employed and contribute sustainably and meaningfully to their communities. UNDP (2016) found out that by providing relevant infrastructure and ICTs the disabled are helped to ensure that they can achieve more in education. From a human development perspective every human life is deemed equally important and human development should start with those who are greatly marginalized and disadvantaged, (Ranis et al, 2005).

There are global trends that have been witnessed of late in education which are worth noting. UN (2015b) revealed that adult literacy rate rose from 76 percent in 1990 to 85 percent in 2015 while the literacy rate among youth rose from 83 percent in 1990 to 91 percent in 2015. There is evidence that the world is inching towards the achievement of one hundred percent literate population. In addition, World Bank (2016) found out an improvement in the number of learners who complete primary school in developing countries from 79 percent in 1990 to 91 percent in 2013. Besides that school girls out of school at primary level since 1999 have been reduced by half and (World Bank, 2015b) further notes that gender parity has been attained in primary education across 67 percent of developing countries. Whilst these gains are encouraging and show the progress being made in global education trends it is disheartening to note that the benefits are not distributed evenly across different regions and countries and between rural and urban areas and across different households, (World Bank, 2016).

While there has been a phenomenal growth on the educational opportunities across the globe this has come at a price of compromising the quality of education provided. The issue of quality is noted in the availability of adequate trained teachers, relevant textbooks and learning materials, teacher-pupil ratio, (Vespoor, 2008). The achievement of sustainable human development lies in the provision of universal access to quality education for everyone, (Dugarova and Gulasan, 2017) and this is the foundation for ensuring that poverty is eradicated and economic growth is fostered. While the global population of out of school has declined from 1990 there still remains 57 million children of primary school going age who are out of school and 33 million of these children are found in sub-Saharan Africa (UN, 2015b).

Furthermore, the girl child constitutes 53 percent of the world population of children who are out of school and Northern and sub-Saharan Africa and Western and Southern Asia having the largest gender gaps, (UNESCO, 2016).

Evidently the issue of gender inequality in education is a bone of contention which needs urgent and continuous addressing if the world is to achieve equity in education. There is need to address gender imbalance for the education sector to be able to attain equal outcomes. The attainment of equal outcomes can only be achieved when there are equal opportunities in education and the absence of equal starting hinders the achievement of equal opportunities (UNDP, 2013; UNESCO, 2015). The prevailing imbalances in the access to quality education are one of the major barriers to the attainment of significant development outcomes and this has immensely contributed to the widening social disparities in various areas of development. In this regard, there is need for the polity to come up with relevant and flexible policies that aim to address inequalities in the education sector. Policies that promote education access have a ripple effect of influencing economic growth, reducing poverty and promoting social cohesion. As such (UNRISD, 2016) emphasizes the need for nations to craft and put in place policy measures that have a focus on the common norms of togetherness and reciprocity that support a balance between the available opportunities and outcomes and that assure rights protection while at the same time operating within their sustainable budgets (Matereki, 2011; Hwami, 2013).

### 1.7. ICT and Education

The embracing of ICT in education had become long overdue and that is the reason why the Zimbabwe updated curriculum embraced ICT as a cross-cutting theme across the updated curriculum. The advocacy of ICT integration in education is a result of the perceived benefits that come with the effective use of ICT in education. Efficiency, knowledge skills augmenting and enhancement of learners' learning skills were found to be some of the benefits of ICT in education, (Nissar, Munir and Shard, 2011). As a result of ICT the way people work has changed and this has also influenced the education system's operations. Thus ICT has the potential of transforming the education system in terms of the teaching and methodologies used. The constructivist approach has been seen to be more pronounced with the use of ICT and this enables learners to become more responsible for their learning as they achieve more autonomy. Illechukwu and Uchem (2016) in their study found out that the use of ICT makes learners better able to participate with and relate to classmates and society in general. ICT not only benefits learners but also teachers and the education system as it expands opportunities to education, enhance quality and ensure inclusivity, (UNESCO, 1995). World Bank (2016) revealed that with ICT use teacher development is supported through internet use and this can transform pedagogy and increase access to communication and information. Teachers will access learning and course materials online any time.

However despite the immense benefits that are embedded in ICT use there are challenges that schools face as they attempt to integrate ICT in education. The first step to ICT integration is the need for change on the part of educators especially school heads. School leadership plays a significant role in ensuring the use of ICT in schools and Afshari, et al (2011) argue that writings on school effectiveness give prominence to leadership as paramount in the attainment of successful and meaningful change. The statement of a school being good and effective as its leader seems to be true in this case. School heads are key drivers of change in their schools and Flanagan, (2003) observes that heads who are not prepared to undertake technology leadership struggle to mobilize the infrastructure and resources needed for ICT integration in education. School heads therefore should be change leaders to ensure integration of ICT in their schools across education. The effectiveness of school heads plays a pivotal role in any innovation in education.

Besides that just like their leaders teachers' attitude also plays a significant role in ICT usage in schools since they are the implementers and users of ICT in the teaching and learning process. Attitude, motivation, computer anxiety and self-efficacy affect teachers' use of ICT in their teaching and learning (Brosnan, 2000; Flagan, 2003). Unless teachers are capacity developed in ICT use, the use of ICT in education will remain unfulfilled. Capacity developed teachers are great agents in the implementation and effective use of ICT in schools. Having more qualified and competent teachers is the greatest challenge facing African schools generally and the integration of ICT in particular (Olakulehin, 2007).

In a study carried out by Tella et al (2007) in examining 700 Nigerian Secondary School teachers on uses of ICT and its implications for further development of ICT use in schools revealed that lack of technical support in schools and teachers' lack of expertise in using ICT were the outstanding factors hindering teachers' readiness and confidence of using ICT in teaching and learning. Therefore teachers who lack ICT capacity development are under threat thus capacity development of teachers in modern ICT in education cannot be over-emphasized. With the coming of the new curriculum in Zimbabwe there is likely to be a huge competence gap brought by ICT since it has been made a cross cutting theme across the entire curriculum's learning areas (Illechukwu and Uchem, 2016). Teachers need professional development to acquire skills with particular applications of ICTs, integration into existing curricular, curricular changes in relation to its use, changes in teacher role and the supporting theories of education, for example pupil-centered learning and constructivism. From this view point ICT integration in education should go hand in hand with teacher professional development. This does not only apply to teachers alone but also to the school leadership, thus for effective ICT integration school leadership must be competent and have a broad understanding of the technical curricular administrative, financial and social dimensions of ICT use in education.

Finally there is need for the government and the concerned stakeholders to engage in public-private partnerships that will help in building ICT infrastructure in schools to ensure that the idea of ICT use across the curriculum becomes a reality and not just an issue of policy on paper. Zimbabwe like the rest of Africa has a challenge of infrastructure inadequacy in terms of computers and the absence of customized developed curricular for teaching ICT skills. Mikre (2011) argues that infrastructure challenges that may exist in ICT use in education are absence of appropriate buildings and rooms to house the technology, shortage of electric supply and telephone lines and lack of the different types of ICTs.

Due to this it is mandatory to first deal with infrastructure related challenges before the planning to implement ICT to education systems. Financing ICT in education require large capital investments and developing countries need to predict the benefit of ICT use to balance the cost relative to the existing alternatives. Considering the level of resources needed in outlaying the needed infrastructure (Microsoft, 2006) argues that partnerships are the only sensible way to go for a country to have appropriate and sustainable ICT resources. The pooling of resources between public and private sector will go a long way in ensuring that ICT use in all schools can be achieved expediently.

## 2. Results and Discussion

From the study it emerged that the implementation of the new curriculum in Zimbabwe has potential benefits which can go untapped if the education system does not get adequate support in terms of resources. The new curriculum was applauded as it is attempting to embrace the emerging paradigms in education like the use of ICT in education, use of learner-centered methodologies, promoting of collaborative learning and the introduction of both formative and summative evaluation which take into cognizance of cognitive, affective and psychomotor domains (Adeyemi, 2008). The new curriculum was commended for being in the right direction in ensuring that learners take charge of their learning and this was viewed as good in promoting nation building since learners will be taken to buckets that need to be filled with knowledge. Instead through the curriculum learners will be able to navigate on their own and be guided in accordingly in producing useful citizens who exhibit Ubuntu and contribute meaningfully to nation building. Besides that educators who participated in the study showed that the new curriculum has the advantage and potential of making learners entrepreneurs in their own right after school without expecting and waiting to be employed (Urich and Wasu, 2012; Hwami, 2013). This thrust is the paradigm that is being sought by the curriculum as it makes individuals contribute to nation building not only as employed human resources but as entrepreneurs who can formulate their own ideas and use them for their own benefit and the benefit of the nation. Such a shift in the curriculum is a great one which cannot come overnight and requires collective effort from all the concerned stakeholders in education. However for the aforementioned benefits to be achieved there is a big price to be paid which is the availing of adequate and relevant material, financial, time and human resources. For this to happen public-private partnerships should come into play to ensure that adequate financial resources are mobilized for the development of the necessary infrastructure needed for a successful curriculum paradigm (Jansen, 1991; Samoff, 1999).

Financial, material and human resources are important in ensuring that the education system produces learners who will contribute meaningfully to nation building. Davies (2011) from her study on the implementation of the technology education curriculum found out that resource availability was a major issue raised from all participants from the study and Badugela (2012) found out that in South-Africa curriculum implementation of the National Curriculum Statement took place on an unequal basis between previously advantaged and disadvantage schools. Government from this study was found to have failed to take a leading role in availing adequate resources in order to enable all learners to have equal access to education. School heads also pointed out that parents especially in rural areas and failed to fully support the schools in their locality due to harsh economic conditions.

Besides that the government through non-payment and delayed payment of BEAM funds to concerned schools was cited as also making it more difficult for the schools to implement the new curriculum as their school purse is further shrunk. BEAM disbursements were last paid in 2014 but the selection of pupils for BEAM has been on-going since 2016. The issue of resistance to change was also raised as one the major factors inhibiting curriculum implementation. Davies (2011) argues that curriculum implementation entails change and change is a process. Respondents from the study showed that due to inadequate resources educators were not able to receive full and adequate training which would equip them the requisite skills needed to confront the change needed in both teaching methodologies and assessment techniques as outlined in the Curriculum Framework. From this view point Davies (2011) argue that delays in providing the needed support structure for curriculum implementation means the intended change will also be delayed.

In addition shortage of teachers for new learning areas and higher teacher-pupil ratios were also cited as the challenges facing the new curriculum implementation. The government has not been forthcoming in the recruitment of additional teachers in different learning areas and this has strained the limited number of teachers already in the schools. Moreover the issue of tasks and projects though suspended later on had a toll on the teachers' work load. Despite the increase on the teachers' work load there was no corresponding increase on their remuneration and this was noted to have affected the morale and motivation of teachers in curriculum implementation.

Furthermore the level of teacher training was found to be low as far curriculum implementation is concerned and this corresponds to the findings made by Badugela (2012) where it emerged that the teachers who were to implement the new curriculum in South Africa were trained in the old curriculum teaching and learning methodologies which were teacher-centered while the new curriculum emphasized learner centered methodologies. Therefore the teachers had inadequate training in the implementation of the new curriculum. Effective training was viewed as a good motivator in itself for the successful implementation of the new curriculum because a confident teacher is a productive and effective teacher. With training comes confidence and with confidence comes effectiveness as the teacher will be sure and certain of where he or she coming from and going.

On the issue of the impact of technology in education brought about by the new curriculum it emerged from the study that not all teachers are ICT compliant and this in itself is a challenge considering the fact that ICT has been made a cross cutting theme across the entire curriculum's learning areas (Peresuh, 1998; Samoff, 1999). What it implies is that an ICT illiterate teacher will have nothing to contribute in the use of ICT in facilitating his or her learning area. Therefore these will not only disadvantage the learner in the school but this will also disadvantage the teacher as he or she is left

behind the technology train. The findings from this study concur with the study carried out by Olakulehin (2007) who discovered that having more qualified, competent teachers is the greatest challenge facing the African education system basically and the integration of ICT in particular. Therefore, despite indications of the new curriculum incorporating ICT across all the learning areas the absence of capacity developed teachers means that the curriculum is disadvantaged in its implementation.

### 3. Conclusions and Recommendations

It has emerged from the study that education plays a significant role in nation building and its contribution to nation building are invaluable and as such the implementation of the new curriculum need to be given the resources and the attention that it deserves to ensure its success. Therefore in order for education to play an effective role in nation building the new curriculum needs a lot of attention for it to contribute more to human capital development which is in tandem to the prevailing global trends in education (Chikwanha and Maravanyika, 2011). Hence, schools need meaningful and purpose built infrastructure that will enable all the new curriculum learning areas to be taught well and effective. In addition material resources should be availed in the right quantities to ensure that no learners are left behind in the implementation process. Human resource audit should be conducted in education to ascertain the number of additional teachers needed for effective curriculum implementation. Besides that teacher capacity development is needed to facilitate the change process from teacher-centered methodologies to learner-centered methodologies and the appreciation of the role of ICT in the new curriculum. Furthermore the most important factor in curriculum implementation is the provision of the necessary resources to ensure that all the required change is effected through teacher training, infrastructure development and provision of required teaching and learning materials. Therefore while the government cannot do this on itself it means there is need to establish rewarding public-private partnerships to ensure that the needed financial resources can be mobilized.

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