



CITIZENSHIP EDUCATION IN ZIMBABWE: CHALLENGES AND PROSPECTS

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Abstract

Efforts to introduce citizenship education in the curricula of educational institutions such as primary and secondary schools, vocational and tertiary colleges in Zimbabwe have been on-going since 1980. However, the introduction of the subject has been challenge ridden. This qualitative study examines the challenges that have emerged from teaching citizenship education through the secondary school History curriculum in the country. Twenty three History teachers (9 females and 14 males) participated in the study. The findings suggest that the challenges associated with citizenship education in the country emanate from the context in which it is being taught and the influence that this bears on the rationale for, and content of the citizenship education curriculum. As a result the subject is viewed with suspicion and as a bid to indoctrinate the youth. The paper concludes that if the prospects of the subject are to be improved, there is need to depoliticize it and involve varied stakeholders to work the modalities of its implementation.

Key Words: Citizenship education, youth, patriotism, context.