

**Examining the Extent to Which Socialist Curriculum
Development and Implementation in Zimbabwe from 1980 to
2004 Took Place through the History Curriculum**

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ABSTRACT This study sought to examine how socialist curriculum development and implementation took place in Zimbabwe from 1980 to 2004 through the History curriculum. Grounded in the qualitative research tradition, a semi-structured interview guide was used to collect data from nine secondary schools. For data analysis emerging themes were identified through content analysis of the interview transcripts. From the findings, positive indications are that unacceptable racist content was removed from the national curriculum. Under constraints, the concept of socialism was not clearly understood by the implementers, there was a shortage of resources for implementation support and no public debate seems to have been initiated to seek public views on the new curriculum and the modalities for its implementation. The study recommends adequate training of teachers, provision of adequate human, financial and material resources to support curriculum reform and increased stakeholder participation in curriculum development.