

Religion Education teaching in Zimbabwe secondary schools: the search for an authentic values-oriented multi-faith Religion Education pedagogical model

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Abstract

Religion Education teaching in post-independence Zimbabwe has remained bible-oriented and confessional at a time when most Religion Education stakeholders expect an 'open', plural and authentic multi-faith Religion Education curriculum. Despite curriculum innovation initiatives aimed at introducing new approaches such as experiential learning, Religion Education stakeholders in Zimbabwe argue for an objective and plural approach that will address the expectations of a post-independence multi-faith society. To contribute to this discourse on the new authentic multi-faith Religion Education curriculum, an empirical study was conducted on a proposed values-oriented multi-faith curriculum. The data obtained showed that most Religion Education stakeholders prefer an authentic values-oriented multi-faith model that would contribute to the teaching of values such as citizenship, human rights, ubuntu/unhu, nationhood, etc. A values-oriented multi-faith approach is, therefore, proposed for possible implementation in Zimbabwe secondary schools.