



**MINISTRY OF HIGHER & TERTIARY
EDUCATION**

**Report on the
Technical and Vocational Education
and Training
Policy Review Framework**

February 2005

PREFACE

The study of the TVET policy review framework for Zimbabwe was carried out under the auspices of the Ministry of Higher and Tertiary Education and funded by UNESCO and the Ministry through ZIMDEF.

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
B Tech	Bachelor of Technology
CATS	Credit Accumulation and Transfer System
CDU	Curriculum Development Unit
CPPZ	Committee of Principals of Polytechnics Zimbabwe
CRADU	Curriculum Research and Development Unit
CUT	Chinhoyi University of Technology
EWP	Education With Production
FEEB	Further Education Examinations Board
GTZ	Technical Cooperation Agency (of Germany)
HEXCO	Higher Education Examinations Council
HIT	Harare Institute of Technology
HIV	Human Immuno Virus
HND	Higher National Diploma
ILO	International Labour Organisation
IPMZ	Institute of Personnel Management of Zimbabwe
ITC	Industrial Training Centre
M Tech	Master of Technology
MANDATA	Manpower Development and Training Authority
MoESC	Ministry of Education, Sport and Culture
MoHTE	Ministry of Higher and Tertiary Education
MoYGEC	Ministry of Youth, Gender and Employment Creation
MPD	Manpower Planning & Development Directorate
NACC	National Advanced Craft Certificate
NAMACO	National Manpower Advisory Council
NASS	National and Strategic Studies
NC	National Certificate
ND	National Diploma
NFC	National Foundation Certificate
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NUST	National University of Science and Technology
PSC	Public Service Commission
PSIP	Public Sector Investment Programme
PVC	Pre-Vocational Certificate
SDEQA	Standards Development and Quality Assurance Directorate
SIRDC	Scientific Industrial Research and Development Council
SME	Small to Medium Scale Enterprise
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UZ	University of Zimbabwe
VTC	Vocational Training Centre
VTL	Vocational Training Loan
YTC	Youth Training Centre
ZAAT	Zimbabwe Association of Accounting Technicians
ZIE	Zimbabwe Institute of Engineers
ZIMDEF	Zimbabwe Manpower Development Fund
ZIMFEP	Zimbabwe Foundation for Education with Production
ZIMQA	Zimbabwe Qualifications Authority
ZNCC	Zimbabwe National Craft Certificate
ZOSS	Zimbabwe Occupational Standards Services

DEFINITION OF TERMS

Accreditation

Comprises the processes and criteria by which an organization approves the training programmes and training infrastructure of training institutions.

Accreditation or Recognition of Prior Learning (APL OR RPL)

A process that enables a candidate to receive a formal certificate recognising prior learning, training or experience. APL focuses on competence, which can be proven or demonstrated at the present.

Apprentice

Any person undergoing training for a recognised occupation during an established period assured by an apprenticeship contract.

Competence

An acquired and practised ability to competently carry out a task or job or specified activities to predetermined standards of performance.

Competency – Based Education and Training

A system by which the trainee/student is trained/educated on the basis of demonstrated ability and related knowledge rather than on the elapse of time.

Formal training

Instructions given in schools, training institutions or specifically designed training areas. It is usually conducted within a structured programme with precise learning objectives.

Non-Formal Training

A flexible programme capable of rapid change according to individuals' needs which takes place in an informal environment. Not rigidly structured, with emphasis on activities directly associated with work and appealing to target groups who have inadequate financial resources or little opportunity to undergo formal training.

On-The-Job Training

Training given at workplaces in the formal and informal sectors which uses real jobs as a basis for instruction and practical purposes.

Polytechnic

A multi-disciplinary institution designed to offer courses in tech/voc education from National Certificate (NC) to post graduate level.

Technical Education

Education designed at (usually) upper secondary and lower tertiary levels to prepare middle-level personnel (technicians, middle management, etc) and at university level, to prepare engineers and technologists for higher management positions. Technical education includes general education, theoretical, scientific and technical studies and related skills training.

Technical and Vocational Education and Training (TVET)

TVET consists of technical education and training which in addition to its vocational aim cannot neglect the general objectives of education. Vocational training and education includes training on-the-job and in training centres. The comprehensive term TVET is used to describe Technical Education and Vocational Training as a whole.

Vocational Education

Mastery of vocational skills, aiming to provide general education.

Vocational Training

Deliberately organized activities to bring about learning as preparation for work tasks in designated occupations.

Vocational Training Centre

Institution designed to turn out human power as skilled workers in specific trades or occupations below technician level.

Youth Training Centre

Institution designed to impart vocational skills to produce skilled operatives in different trades below artisan level.

INTRODUCTION

This policy review framework study on the Technical and Vocational Education and Training system in Zimbabwe was commissioned by UNESCO – Zimbabwe National Commission in conjunction with ZIMDEF, a parastatal of the Ministry of Higher and Tertiary Education.

The study is an entry point for subsequent UNESCO activities regarding Technical and Vocational Education and Training (TVET) policy and programme review. The report is primarily based on relevant and existing TVET policy instruments, circulars and studies. Special attention was paid to findings on the role of relevant stakeholders in the provision of TVET programmes and their views on how TVET could be reinforced in Zimbabwe. Document analysis on existing policies, circulars and studies buttressed stakeholders' views.

The TVET Review Committee conducted the study using the following terms of reference: To

- review the relevance of all existing technical and vocational educational policy circulars/instruments
- review the relevance of existing studies on TVET.
- establish the views of stakeholders in the provision of TVET programmes.
- consult stakeholders in regard to a suitable framework for policy and programme review.
- suggest a framework and mechanism for policy and programme review with a view to reinforcing the sector and adapting it to emerging challenges.
- produce a report on the review.

The first chapter provides a description of TVET in Zimbabwe (situational analysis). This analysis gives a background of colonial TVET, post colonial TVET, the 1990 Rationalisation of TVET, evolution of the 1994 Manpower Planning and Development Act, Implications of 1999 Nziramasanga Commission of Inquiry into Education and Training, the CPPZ Concept Paper on TVET system for the 21st century in Zimbabwe and policy circulars of the Ministry of Education Sport and Culture.

The second chapter examines major challenges faced by the TVET sector. The paper relies heavily on the examination of previous policies on TVET in the country weighed against existing practices as confirmed by stakeholders in TVET through the questionnaire. Problems cited in previous reviews and studies that are still outstanding are discussed contextually. The chapter also dwells on the recommendations emanating from the challenges discussed earlier in the chapter.

The third chapter deals with suggestions on a suitable framework and mechanisms for policy and programme review. The fourth chapter provides guidelines to be followed in reviewing policy and programmes.

Methodology

The Committee used three methods of collecting data: document analysis, a questionnaire and a hermeneutic workshop. Existing policies and circulars on TVET were analysed, evaluated and synthesised. Literature on review of policy in other countries was consulted. A questionnaire was administered in order to collect data from all stakeholders regarding their role in the provision of TVET programmes and their perceptions on a suitable framework for policy and programme review in TVET. Finally, a consultative workshop was held to verify the findings of the library and field studies. All this resulted in the crystallisation of parameters for a framework to review policy in TVET in Zimbabwe.

Desk Research

Relevance of policies, circulars and studies were analysed using the following framework:

Nature of Policy formulation

Resources

Management of TVET

Curriculum relevance

Modes of Delivery

Qualification framework

Linkages

Supportive legislation

Guidance and Counselling

Gender Issues and Disadvantaged Groups

Monitoring and Evaluation

Questionnaire

In order to solicit views of stakeholders on how TVET could be reinforced and roles of stakeholders in the provision of TVET programmes, the Committee designed a questionnaire (See Appendix 1). Closed and open-ended questions were used in soliciting responses from stakeholders on;

- Duration of involvement in TVET
- Understanding of purpose of policy formulation
- Involvement in TVET policy formulation
- Level of participation in TVET policy formulation.
- Suggestions on measures that can be taken to strengthen TVET policy
- Prioritisation on appropriate mechanisms for funding TVET
- Involvement in the provision of TVET
- Participation in the funding of industrial attachment, students allowances, training of apprentices, capital investment, maintenance tool kits for students, awards and prizes.
- Entry qualifications into TVET courses.
- Preferences on parameters that constitute a framework for review of policy.

The questionnaire was pilot tested in the province of Manicaland. The respondents were drawn from government, parastatals and the private sector.

The Committee administered the refined questionnaire to all provinces of Zimbabwe sector by sector. Given the limited time that was available a sample of 170 participants was drawn from all sectors (See Appendix 2). A total number of 158 questionnaires were returned.

Consultative Workshop

A workshop was held on 24 February 2005 to verify the results obtained from the library and field study. Forty-five of the 56 representatives of the original sample who were invited to this workshop turned up.

The research team made a presentation of the findings, recommendations and conclusions. The participants responded through comments, amendments and recommendations made through group work, some of which were incorporated in this report. (See Appendices 3&4).

Data analysis

The Committee categorised respondents as follows:

Government Polytechnics, Industrial Training Centres, Government Ministries, Schools, VTCs, YTCs, Local Authorities

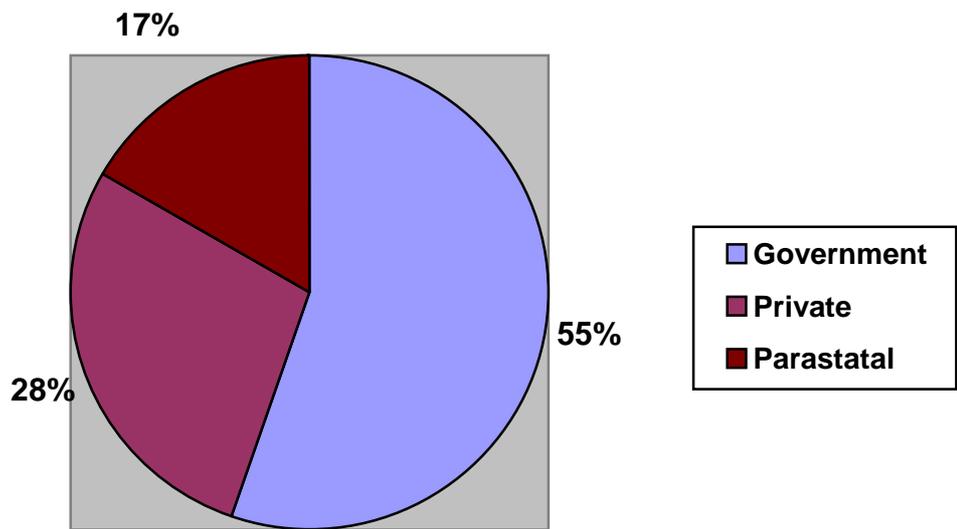
Private Sector Companies, Churches, Non Governmental Organisations, Private Sector, Private colleges.

Parastatals Universities, Parastatals

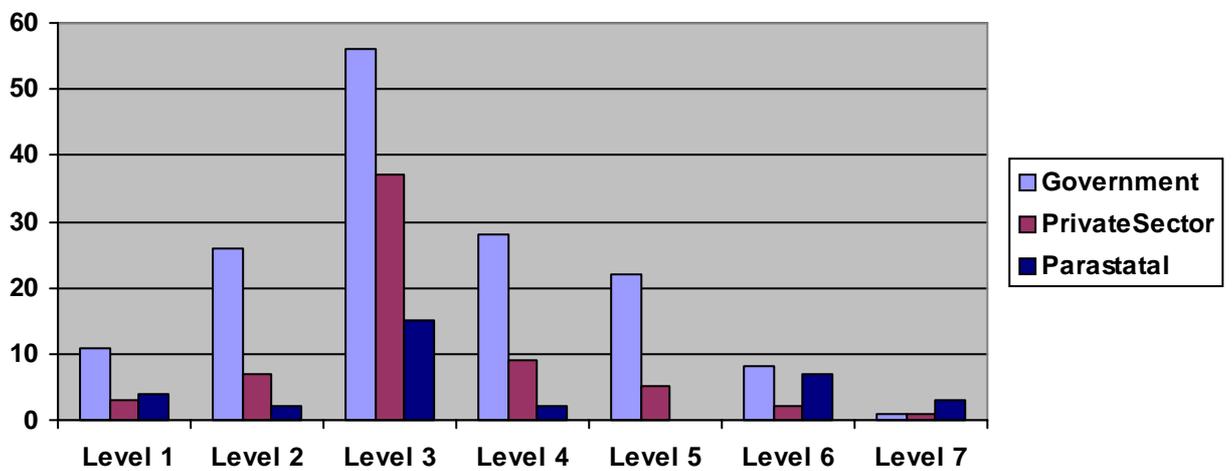
The sectors were chosen to ensure that the sample was representative of all the relevant stakeholders who were involved in the research.

Data were largely analysed qualitatively using simple descriptive statistics by way of percentages and graphs. Graph 1 shows the distribution of TVET provider categories whilst Graph 2 shows the levels offered by various respondents.

1. TVET Provider categories



2. Levels Offered



KEY:

- Level 1 Primary and PVC
- Level 2 O Level and NFC
- Level 3 A Level, NC, Apprenticeship and Industrial Attachment
- Level 4 ND and Diploma in Tech-Voc
- Level 5 HND
- Level 6 B Tech, Bed-Tech and B Tech Tr
- Level 7 M Tech

CHAPTER ONE

Review of the Development of Technical and Vocational Education and Training in Zimbabwe

Colonial TVET

Before colonialism, a deliberately organised TVET apprenticeship system flourished in the Rozvi and Munhumutapa Empire. This centred on such trades as forge-work, iron mongering, sculpture, art and painting, basketry, pottery, architecture, weaving, among many.

The development of technical and vocational education in the then Southern Rhodesia, now Zimbabwe, found its roots in the crafts training that was taking place at the turn of the 20th century in Natal organised by the Native Commissioner of Natal, Loram. This philosophy was transferred to the then Southern Rhodesia by Kegwin and Jowitt in the 1923's resulting in the establishment of skills centres at Tjolotjo and Domboshawa, mainly for crafts training in building, carpentry and agriculture as Atkinson (1972, 1985) shows.

Real transformation in the school sector in technical and vocational education took place after the Education Commission Report chaired by Professor Judges (1962). This commission among other things, recommended for the introduction of an "ecological curriculum". The consequence of this was the introduction of the F (2) system in the secondary education sector, starting with Msengezi Secondary School in 1966. This reform, introduced a purely practical curriculum in the education sector, running parallel to the academic and more prestigious F (1) stream. This experiment was very unpopular with the people for several reasons.

First the system was made racial since it was only available to blacks and not to the whites, Asians and coloured populations. Second, it was seen as being inferior, not only to the F (1) stream, but also to the technical and vocational system then running at the Salisbury Polytechnic and Bulawayo Technical College for white, Asian and coloured populations. Third, it was a dead end whose products could not proceed further with education after four (4) years secondary education. The objectives of this new "practical" curriculum were also not very clear. The system itself looked down upon its own products since they could not train as teachers or nurses at the time. They were just meant to go back to the "reserves" and develop them using their acquired skills, an idea that was unpalatable at the time.

Consequently, the F (2) schools were phased out at independence and converted into conventional schools in 1981, and hence abandoning a golden opportunity to develop technical and vocational education using the resources that had been put in place then.

As referred to earlier, a parallel system for whites, Asians and coloureds had been developed in the then Rhodesia. Technical high schools like Allan Wilson and post secondary technical institutions like Salisbury Polytechnic and Bulawayo Technical

College were producing highly qualified artisans and technicians based on the City and Guilds system in the United Kingdom. A technical college that had been built at Luveve (Bulawayo) to produce equivalent Black skilled workers was dismantled and its equipment sent to Salisbury Polytechnic because its products were seen to be competing with whites causing distortions in occupational roles in industry where they were supposed to work.

Therefore, independence found a racially divided TVET system in place, one perceived as inferior for blacks and the other whose standards were benchmarked on the internationally recognised City and Guilds system.

Post- Colonial TVET

The Schools Sector

The phasing out of the F (2) system was replaced by the introduction of the philosophy of EWP that was carried over from practices that had been experimented upon in the camps during the liberation struggle, borrowing heavily from Nyerere's philosophy of "Education for Self Reliance" (1967). This philosophy saw the establishment of Zimbabwe Foundation of Education with Production (ZIMFEP) schools (Ministry of Education: 1987) that combined theory and practice in their curricula. As time went on the ZIMFEP schools tended to move towards their conventional counterparts and became more and more academic in order to enable their students to compete with others in "A" level and university education.

Secondary School Curricula

For a long time, technical and vocational education in the secondary sector tended to be dominated by the traditional practical subjects e.g. woodwork, home economics, metalwork etc. The subjects offered at "O" level by Cambridge University Examination Syndicate (CUES) and later Zimbabwe Schools Examination Council (ZIMSEC) were taught for their cognitive concern following the "essentialist" philosophy of Hirst and Peters as cited by Kneller (1976).

Later in the early 1990s, after rationalisation of TVET in 1990 by the Ministry of Higher and Tertiary Education (MoHET), some secondary schools that had the capacity started offering the technical and vocational subjects designed by the Higher Education Examination Council (HEXCO). Since all HEXCO curricula were designed in close consultation with industry, all the NFC courses offered in Secondary Schools were characterised by their relevance to industry and commerce.

A more comprehensive policy position was spelt out in the Secretary's Circular No.2 of 2001 that made at least one of the technical and vocational subjects to be taken at "O" level compulsory. However, due to lack of a coherent policy review framework and guidelines for policy review, the Secretary's circular 3 of 2002 attempted to reverse this 2001 thrust and shift emphasis towards humanities and the classics and making technical and vocational subjects optional in the secondary school.

However, more and more schools have tended to adopt the provisions of 2001 circular and have offered some technical and vocational subjects up to “O” level and in some schools up to “A” level.

In view of this prevarication, the MoESC repositioned itself to ‘national systems of development in the new millennium’ through the Secretary’s Circular 14 of 2004 dated 24 December 2004. The circular reinforces the provisions of circular 2 of 2001 by making technical and vocational subjects compulsory at junior and middle secondary levels, in line with some of the recommendations of the 1999 Presidential Commission of Enquiry into Education and Training.

Funding

The implementation of the technical and vocational policies over the years was made even more difficult due to lack of a sustainable funding policy. The 2001 and 2002 policies left the initiative to individual school heads on the choice of technical and vocational subjects depending largely upon the facilities and staff available in the school including learner preferences. Schools have by and large depended on per capita grants from government and the School Services Fund (SSF), the apportionment of which, even though regulated, was dependant on school heads. Many school heads chose to allocate minimal funds to technical and vocational subjects. Capital investment, purchase of consumables and maintenance of equipment were all to be financed by the School Services Fund (SSF). Because of this lack of a sustainable funding policy for refurbishment and replacement, the state of infrastructure and equipment has continued to go down.

The 2004 policy reaffirmation did not bring with it any financial support to write home about. For example the 2006 budget that is supposed to sustain the implementation of this policy, for the whole of Harare Province, with over 70 government secondary schools, was allocated a mere Z\$300 million (US\$3000).

As a result, facility utilisation in the schools sector is less than the sector’s potential.

Staffing

Non-graduate teachers for practical subjects in the secondary sector were initially trained at the secondary teachers’ colleges at Mutare, Gweru, Belvedere and Hillside. These were later upgraded to graduate and postgraduate status at the University of Zimbabwe (UZ), Solusi University, Africa University, CUT and MSU. In 1991, government established a Technical Teachers College at Chinhoyi (CTTC) to produce artisans and technicians that would teach technical and vocational subjects in secondary schools. These were to become two of a kind when Belvedere Technical Teachers’ College (BTTC) was also upgraded to produce teachers similar to those produced at CTTC, now Chinhoyi University of Technology (CUT). However, due to inadequate and/or obsolete equipment in the schools, some of these teachers teach academic subjects or are teaching the diluted “O” level practical subjects, and not the more industrially and locally designed NFC.

The Tertiary Sector

Access

The provision of TVET at independence was racially divided. In the Division of African Education, the government, the churches and private organisations all contributed in the provision of TVET. The churches offered and continued to offer post primary/secondary school courses in the crafts like Leatherwork, Stone Masonry, Building and Woodwork. Private organisations/individuals have set up private colleges that offer courses in commerce, i.e. Accounts, Marketing, Secretarial Studies, Purchasing and IT.

Some private organisations have also set up VTCs that offer varied courses in the technical areas e.g. Hospitality, Hairdressing, Metalwork, Woodwork, Motor Mechanics, IT, etc, mainly at NFC and NC levels. While some control mechanism is in place to regulate the activities of these private colleges, the policing of the system are ineffective and hence the colleges end up doing what they want.

The government is the main provider of TVET in Zimbabwe. In order to redress the racial nature of the TVET outlook at independence, the government built five (5) more technical colleges between 1980 and 1990 and later upgraded them to polytechnics in 2001 in order to train more artisans, technicians, technologists and engineers.

Modes of study

A revamping of the Industrial Training and Trade Testing system saw the introduction of a trade testing system in 1981 that classified workers into Skilled Worker Class 4 to 1, Class 1 being the highest in the artisan grade. Two methods of artisan training were put in place, one that was through apprenticeship and the other through direct entry into college.

Apprentices are recruited by private companies and need at least four years to finish the programme, one of these years being spent at the college/polytechnic. Direct entry students do the same programme in three years, two of which are spent at the college/polytechnic and one on industrial attachment in commerce and industry. The entry qualifications for both modes are at least 5 “O” level passes at grade C or better, including English language, Maths and Science. All the trainees are trade tested leading to the award of a journeyman class as indicated earlier.

Technical and Vocational Curricula

The technical and vocational curricula evolved with a view to producing artisans, technicians and technologists in areas that the only university in the country then could not offer. In engineering these included areas like automotive engineering, fitting and turning, fabrication, refrigeration, Radio and TV repair, hairdressing, surveying, environmental health, plastics engineering, water engineering etc. In commerce, these included secretarial Studies, computer studies, purchasing and supply, record management, marketing, stores management, etc. Universities that were established later in the 1990’s took up some of these courses and upgraded them

to academic degrees, particularly the National University of Science and Technology (NUST).

The relationship between the government and the private sector in curriculum construction has been fundamental to the continued relevance of TVET to the needs of industry and commerce over the years. HEXCO, through CRADU uses NAMACO sectoral committees to determine curriculum content so that courses offered address national needs in line with recommendations from the Nziramasanga Commission (1999). Further to this Commission's recommendations, all polytechnics and technical and vocational institutions offering courses under the auspices of HEXCO offer National Strategic Studies (NASS) as a compulsory subject across the board. NASS gives instruction in entrepreneurial skills.

The need to articulate TVET qualifications to higher levels from the craft certificate and to streamline the courses to a few national ones from the 15 or so then available at independence was seen as early as 1984 with the promulgation of the 1984 Act.

In 1985, a Bachelor of Technology degree (after "A" level) was introduced at Harare and Bulawayo Polytechnics under the auspices of the University of Zimbabwe (UZ), in the various commercial and engineering disciplines. This was however phased out in 1990 in favour of establishing a national university of Science and Technology to take care of the development of technical and vocational education.

Qualifications Framework

The rationalisation of TVET culminated in a comprehensive policy document that has guided the development of TVET in Zimbabwe up to the moment. The "Rationalisation of Technical and Vocational Education in Zimbabwe" (1990) structured technical and vocational education at 5 levels of PVC, NFC, NC, ND and HND. All other courses that were being offered have been collapsed into the five national qualifications particularly in all government institutions and those providers of education and training affiliated to HEXCO, an examination body set up to replace the Further Education Examination Board (FEED), the local successor to City and Guilds in 1984. The 1990 policy was indeed the most important landmark in the development of TVET. For the first time, learners were afforded a chance to move from an operative (PVC) through the skilled operative grade (NFC), the artisan grade (NC and Skilled Worker Class1), the technician (ND) right up to the technologist grade (HND) that is equivalent to a general degree and at the sixth level on the Zimbabwe Qualifications Framework (ZQF). When it became possible later for the polytechnics to upgrade TVET qualifications to graduate and post graduate levels, effective 2004, it was easy to add only one year to the HND leading to a B-Tech (Honours) degree, hoping to progress to M-Tech and D-Tech in the normal way in the future. This final part was put into perspective CPPZ in their 2003 Concept Paper on Technical and Vocational Education for the 21st Century.

For the first time, the 1990 policy aligned TVET qualifications to the academic sector qualifications in order to enable mobility of learners from TVET to academic thus setting a blueprint for the ZQF. A bill establishing Zimbabwe Qualifications Authority (ZIMQA) was to be drafted later in 2004. This policy anticipated the provisions of the SADC protocol on Education and Training that was to be ratified

later in Blantyre, Malawi in 1997 and operationalised in 2000. This protocol envisages the establishment of a Regional Qualifications Framework (RQF) being born out of NQFs in the SADC member states. In Zimbabwe, while learners can move from one technical and vocational institution to the other without losing credits, they tend to get disadvantaged should they wish to join the academic institutions because there is no national policy that guides such movements. Individual departments in the universities are given discretion to place transfers at any level they deem fit. Moves to legislate ZIMQA that will develop and administer the ZQF that have gained momentum in 2004 with a ZIMQA bill being placed before parliament will ensure fairness following the establishment of a Credit Accumulation and Transfer System (CATS) to facilitate learner mobility.

The establishment of the Department of Industrial Training and Trade Testing has made recognition of prior learning possible through the trade testing of workers who have gained experience through on-the-job- training without any formal secondary school qualifications, thus catapulting them to level 3 on the ZQF without having to go through levels 1 and 2. This has also enabled learners that came through the non-formal programmes (adult and continuing education short courses) to be trade tested and enter the ZQF at level 3 without any formal academic qualifications. All the learners from the Youth Skills Training Centres (55) and VTCs run by MoYGEC and private organisations and individuals that service the rapidly expanding informal sector also get trade tested and have their qualifications registered on the ZQF.

What this means is that the development of the ZQF has enabled all those who cannot enter TVET through the apprenticeship or direct entry modes because they do not possess formal qualifications for entry can still rise to skilled worker status through the various government and non-government institutions that offer non-formal courses leading to, initially, local institutional certification that can later be aggregated to qualify for testing for national qualifications on the ZQF.

Funding

The provision of resources in TVET has always over the years, been shared among government, the private sector and the students. The 1984 Manpower Planning and Development Act provided for a fund, the Zimbabwe Manpower Development Fund (ZIMDEF), supported by a levy of 1% of the salary bill on employers and administered by the Minister in charge of TVET, to meet the expense of apprenticeship or direct entry including the payment of grants to employees and allowances and wages of trainees, and also tuition fees in the case of apprentices when they are at college. Government has played its part in paying for all the remuneration of staff and running costs in all its government polytechnics, technical college, VTCs, agricultural training centres and colleges and youth skills training centres. In the case of the polytechnics and Industrial training centres, ZIMDEF pays for all the capital equipment, consumables and library requirements for training thus complementing government efforts. The government, through the Public Sector Investment Programme (PSIP), also provides for the infrastructure development.

Private organisations/individuals finance their own organisations fully through charging fees from students, making entry into these institutions, at times beyond the reach of many. Students also contribute towards their education through payment of tuition, library and examination fees, though in the case of government institutions, these are heavily subsidised. The ratio of student contribution in government

institutions is roughly 10% of total cost but there is no national formula for fixing these fees. A national arrangement has been made that enables students in state funded institutions of higher learning including polytechnics studying on a full time basis to access loans from the government through commercial banks.

Infrastructure

Donors have complemented national efforts in financing TVET through building colleges and equipping them. USAID for example built and equipped Belvedere Technical Teachers' College (BTTC) and Mutare Polytechnic while GTZ equipped Harare Institute of Technology, Msasa VTC and Masvingo Polytechnic with the Chinese building CTTC. The French equipped CTTC and Westgate VTC.

The lack of a refurbishment and replacement policy has seen some infrastructure and equipment going down in technical tertiary institutions without "renewal" leading to under utilisation of institutions' facilities.

Staffing

Lecturers to teach up to NC level are trained and upgraded at Gweru Polytechnic, which was built in the early 80's for that purpose. To enable these to teach at higher levels (i.e. ND, HND); NUST has introduced a B-Tech Teacher Education (Honours) degree programme, particularly for lecturers with technical qualifications in Engineering. Others come from universities that offer engineering degrees e.g. UZ and NUST with the obvious danger of distorting the technical and vocational paradigm since these have no experience of the technical and vocational model. The government started a lecturer-training programme at B-Tech, M-Tech and eventually D- Tech Levels at HIT with effect from September 2004 in order to provide teaching personnel to the Polytechnics. However, in spite of all this, lecturers have continued to be very scarce because of low remuneration that has seen qualified personnel migrate to other countries where remuneration is better.

Commerce lecturers, though not enough, again due to low salaries, are not as scarce as those in engineering because of the existence of so many universities that offer commercial courses. However, as the 1995 review shows, these lecturers from the theoretical universities tend to distort the technical and vocational thrust and tend to be engaged because of the lack of those with the technical and vocational qualifications.

Management of TVET

Both the 1990 Rationalisation Policy and the Nziramasanga commission (1997) recommended the formation of a national body to administer education and training in the country. The department of Standards Development and Quality Assurance (SDEQA) through the Curriculum Research and Development Unit (CRADU) continues to design curricula and run examinations for all national TVET courses in the country. TVET is managed institutionally and the department of Manpower Planning and Development (MPD) at Head Office facilitates linkages with stakeholders and co-ordinates the formulation and implementation of policy. VTCs have since been transferred to the MoYGEC for skills training for youth.

Briefly, management of TVET has been decentralised to institutions with departments in Head Office playing a supportive and coordination role.

Monitoring and Evaluation

The lack of a definite policy mechanism for policy implementation and the absence of a regulatory authority as envisaged in the 1990 policy position and the Nziramasanga Commission Report (1999), threaten TVET quality as vertical and lateral expansion tend to be driven by ambition for status and expediency in both the private and public sectors. The 1990 policy had envisaged schools, VTCS and Youth centres offering courses from PVC to NFC, technical colleges concentrating on NC and ND while polytechnics offered all of NC, ND, and HND and later degree programmes. On the ground, however, youth training centres and VTCs offer NDs and times HND's when they have no capacity whatsoever in terms of lecturing staff, equipment and infrastructure. This is rampant in commerce. The existing inspection section of HEXCO is ineffectual as a monitoring body. Even the centres of specialisation that are being established in the polytechnics upon the introduction of the B-tech degree in the 5 polytechnics (Harare, Bulawayo, Masvingo, Mutare and Kwekwe) are likely to be affected by this lack of regulation.

After unifying the system in 1980, the government put in place the Manpower Planning Act in 1984 that set to establish and regulate institutions and programmes, and localise curricula and examinations in co-operation with employers. The City and Guilds courses offered then were converted to the ZNCC later articulated to ZNACC.

However, the slowness in legislating for any major policy changes that are made has affected Monitoring of the reform process. The 1987 Education Act, the 1994 Manpower Planning and Development Act as amended in 1996 which replaced the 1984 Act has not been amended to accommodate the recommendations of the Nziramasanga Commission (1999) and the CPPZ TVET Concept Paper for the 21st Century. The long awaited ZIMQA Bill and the NEC Bill (meant to unify ZIMSEC and HEXCO) are now before parliament. Their adoption is hoped to go a long way towards enhancing the status and hence support for TVET. In some cases, e.g. the 1994 Manpower Planning and Development Act as amended in 1996, the legislation was so flexible as to allow ZIMDEF to depart from its core business as envisaged in 1984 in order to finance other non-core activities. This resulted in its failure to finance TVET fully.

Guidance and Counselling

The Department of Psychological Services in the Ministry of Education Sport and Culture (MoESC) concentrates on mental disabilities and counselling more and does not conduct any psychological tests aimed at channelling youth to areas that their aptitudes dictate. Career guidance is organised annually in institutions by the department of Labour and Social Welfare in conjunction with MoYGEC in cooperation with the technical institutions on a one-day discussion basis with representatives of high school students. Polytechnics like Kwekwe, Mutare, Harare, Masvingo and Bulawayo have organised symposia for high school students as a way of career guidance.

Gender Issues and Disadvantaged Groups

There is a lot of stereotyping evident in TVET with girls pursuing courses traditionally and to a great extent socially perceived as feminine e.g. secretarial and to a lesser extent, other commercial courses. Engineering has remained a preserve of males except in electrical engineering where females' enrolment has progressively grown. Incentives used in many institutions include role modelling through deliberate efforts to engage female lecturers in hard-core engineering courses e.g. mechanical/automotive if they are available, or giving accommodation concession to all females who opt for engineering studies.

Conclusion

In short, while the 1990, the 2001 and 2004 Secretary's Circulars, the CPPZ TVET concept paper for the 21st century, and others do give good policy direction for TVET reform, lack of a review framework and guidelines for subsequent reviews makes any attempt at policy review haphazard and difficult to enforce. The need for a clear framework accompanied by guidelines for future TVET policy review cannot be overemphasised.

CHAPTER TWO

Findings and Recommendations on TVET Policy Review in Zimbabwe

Major Challenges

The previous chapter gave a description of the TVET situation in Zimbabwe. It also implicitly looked at stakeholder opinions and views about TVET in the country. It further examined existing documentation on TVET in the country. This chapter is going to look at the major challenges of the TVET sector in Zimbabwe. It will further make recommendations on the way forward based on an analysis of the possibilities, opportunities and contradictions arising out of the said challenges.

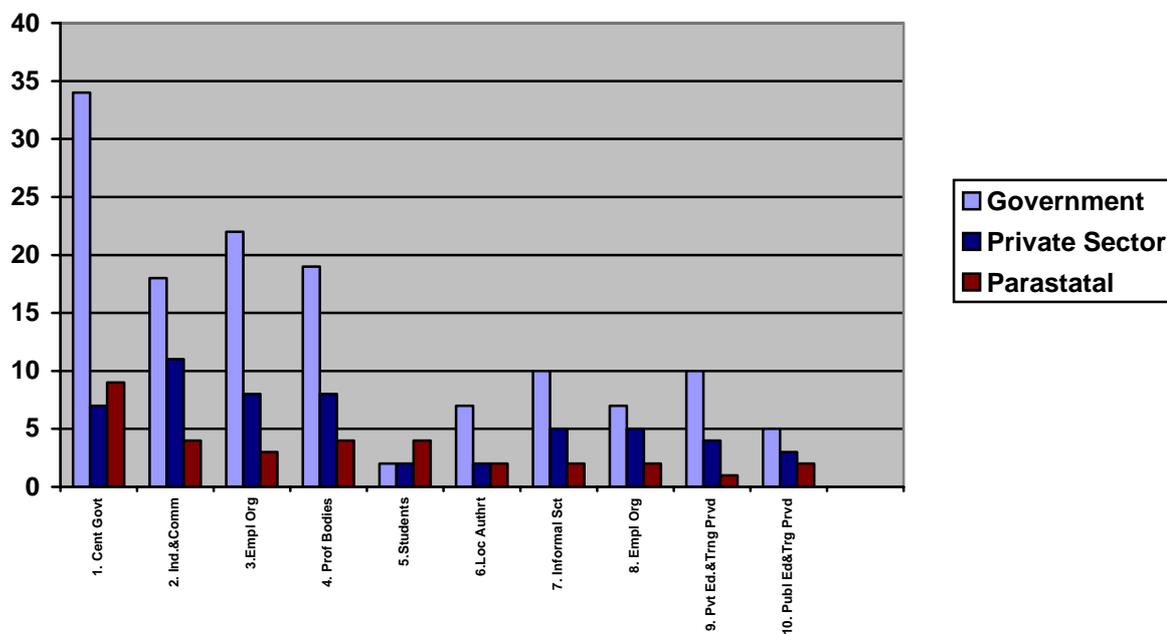
Research and Planning

Although the review of previous policy documents reflect that some stakeholders were always consulted at policy formulation stage, in line with the 2002 UNESCO and ILO Recommendations on Technical and Vocational Education and Training for the Twenty-first Century, data collected through questionnaires indicate that there is need to bolster and widen the level of consultation. Of the 145 respondents, a substantial 36.6% indicated that they were not involved in policy formulation at all. The bulk of those who indicated involvement (66.5%) came from the government sector comprised of civil servants. On the other hand, the bulk of those who indicated non-involvement in TVET policy formulation (68%) hail from the private sector and parastatals (See Graph 3 below). This shows that consultation is heavily skewed in favour of civil servants and against those driving the economy. In addition questionnaire results show that those who indicated participation do so in the areas of curriculum, data presentation, implementation and monitoring and evaluation only (See Graph 4 below). Stakeholders clearly expressed displeasure in the skewed consultation that tends to crowd them out. Bartram (2004) argues that good policy should meet the needs and thus support the growth of industry. Any policy, therefore, that does not involve a wide cross-section of the private sector is in itself a problem.

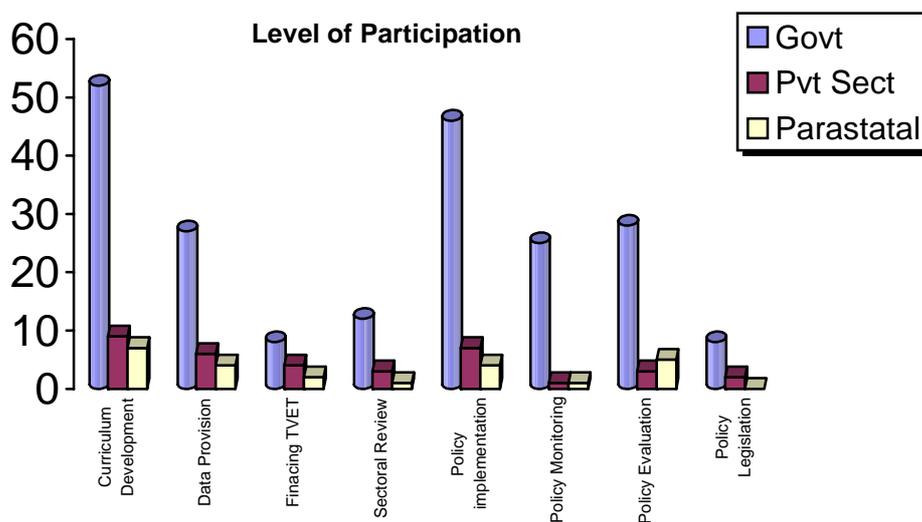
Communication

The consultative workshop clearly revealed the shortcomings in communication between NAMACO and the private sector that it represents. The result of this gap in communication is that industry is not sufficiently conscientized about what happens in TVET. Conversely this casts doubt on the paucity of advice that NAMACO gives to the Minister of Higher and Tertiary Education.

3. Involvement in TVET policy formulation



4: Level of Participation in TVET

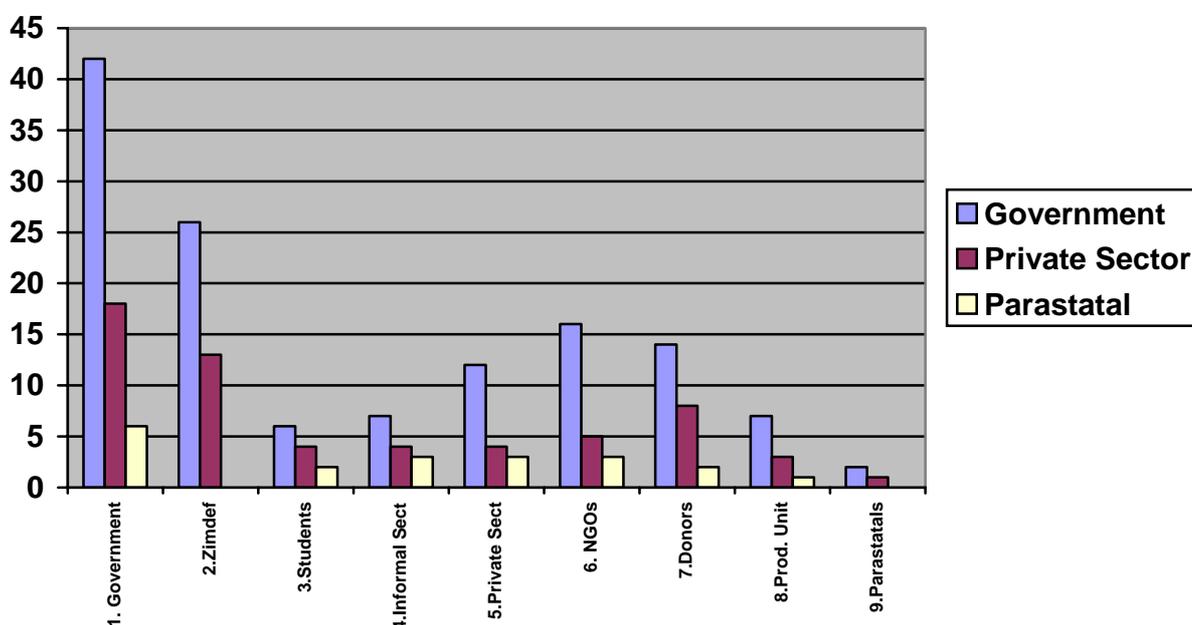


Funding

Whereas questionnaire responses indicate that the bulk of funding for TVET should come from the government and ZIMDEF (96.6%), the scope of ZIMDEF funding is not very clear and seems to have changed from what it was at its inception in 1984

(See Graph 5 below). This has made the fund ineffectual in meeting all its obligations. However, the heavy reliance on these two sources of funding is certainly inconsistent with the 2002 UNESCO and ILO Recommendations on TVET for the 21st Century that stresses that TVET funding should be a shared responsibility between government, the private sector, voluntary organisations, and the students themselves. It should however be understood that companies pay 1% of their annual salary wage bill as levies to ZIMDEF to support TVET programmes and are not in a position to pay more until the utilisation of these funds becomes more transparent. In the meantime, ZIMDEF is expected to capitalise TVET, pay for all consumables, books and maintenance of equipment in all public institutions in addition to paying fees for apprentices and stipends for students on industrial attachment.

5. Mechanisms for funding TVET



In the schools sector, there is no sustainable funding mechanism for TVET since the introduction of the SSF which is by far inadequate and whose apportionment depends on the school head. Even though individual schools collect practical subjects fees under GPF to augment the SSF, this fails to fully support TVET in the schools sector.

A way has to be found to rationalise the financing of TVET operations in the country.

Legislation

Whereas the 1984 Manpower Planning and Development Act strengthened TVET operations, the 1994 Act as amended in 1996 actually weakens the TVET thrust through its ZIMDEF provisions. While there are legal instruments to regulate the activities of industrial training and trade testing, there are no similar legal instruments to legitimate the activities of HEXCO. Similarly, there are no legal instruments to back up some of the provisions of the 1990 Rationalisation Policy as well as those

relevant recommendations in the Nziramasanga Report of 1999. Circular No.3 of 2002 reversed the Secretary of Education's Circular No. 2 of 2001 within a year because it was not backed by a strong legislation. The state of legislation in TVET requires streamlining.

Monitoring and Evaluation

There are no effective regulatory mechanisms to monitor, evaluate and enforce regulations, in order to assure quality in TVET institutions. A case in point is that some VTCs proceed to offer courses at HND level against the provisions of the 1990 Rationalisation Policy and notwithstanding their incapacity to do so, in terms of human and material resources. Most of these VTCs are under- resourced, under-funded and poorly staffed. In the schools sector, the TVET standards control section only exists on paper. The staff appointed for the purpose was assigned to other duties. This is against the stakeholders' views from the questionnaire that are calling for more monitoring and more regular policy reviews to strengthen TVET.

Curriculum Relevance

Participants at the consultative workshop pointed out that the courses that are offered in TVET institutions through HEXCO are not always consistent with what industry requires. For example whereas HEXCO offers national certificates and diplomas in human resources and accountancy, industry prefers IPMZ and ZAAT certificates and diplomas respectively.

Qualification Framework

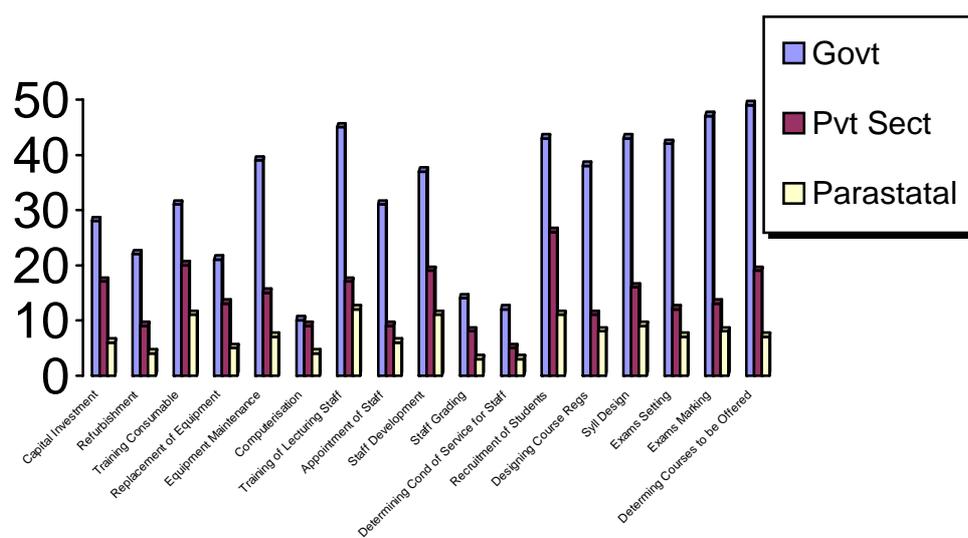
While the bill to establish ZIMQA that will drive the ZQF is already before Parliament, the establishment of the CATS is not yet complete. The 1990 policy merely attempted to facilitate movement by TVET learners to universities. It was left to the discretion of individual departments to determine the level where the learners would join the degree programme in the University. The result is that many are forced to join at first year level even if they possess HND's. This raises serious questions about recognition of prior learning and that of TVET qualifications by the academic sector.

Human and Material Resources

There is lack of up-to-date equipment in some institutions, to match dynamic technological developments in industry. There is also no refurbishment, replacement and retooling policy in public TVET institutions in the country. Equally significant is the non-existence of specialised equipment for use by disabled students in public institutions.

The library resources in TVET institutions are inadequate and not up-to-date. This is notwithstanding that library facilities are pivotal in terms of ascertaining effective teaching and learning. Stakeholders' involvement in the provision of TVET is illustrated in Graph 6 below.

6: Level of Involvement in provision of TVET by Sector



There is a serious problem of brain drain from TVET institutions to the private sector, the universities and other countries that offer better remuneration.

Gender Issues and Disadvantaged Groups

There is no TVET policy targeting those activities in the informal sector where women and the physically, socially and economically disadvantaged people are the major participants, for example agriculture, care for people living with HIV/AIDS, leatherwork, vending, and so on.

In the formal sector, there are very few women in areas taking courses in heavy engineering like automotive and mechanical engineering.

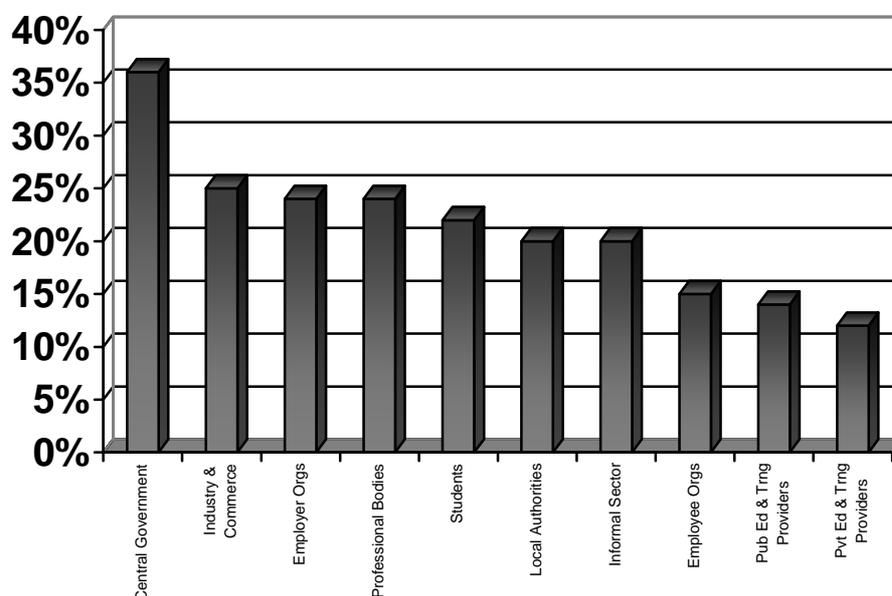
Recommendations

These recommendations are a response to the challenges raised above and are based on document analysis, responses from the questionnaire and the verification workshop.

Policy Formulation

The Committee recommends that central government should provide leadership and vision, facilitation and coordination of policy evaluation in 2005. However, consistent with ILO Recommendations (2004), TVET policy design should be achieved through partnerships between government, industry and commerce, employers, professional bodies and other non-governmental organisations or bodies in a modern market economy. This is also in agreement with stakeholder opinion that central government should be the most important player in TVET policy formulation with industry and commerce coming second and others following as indicated in Graph No. 7 below.

Stakeholder Involvement in TVET Policy Formulation



Funding

The committee recommends that The Manpower Planning and Development Act of 1994 be amended so that ZIMDEF strictly focuses on funding TVET as provided for in the 1984 Act. The 1994 Act has seriously eroded the effectiveness of the Fund in financing TVET by extending its scope to too many other functions and giving the prerogative to apply it to only one person who again acts as its sole trustee.

ZIMDEF funds are currently used by universities to support industrial attachment that they call work-related learning in disciplines that are neither technical nor vocational. The extended employment of ZIMDEF towards 'industrial attachment' in humanities and the classics from certain universities is not a technical or vocational activity.

The Committee recommends a review of the student funding policy so that students in polytechnics may receive equal support as their counterparts in universities.

Furthermore, the Committee recommends a review of budgetary policy on allocation of funds for vocational education and training so that expansion, equipmentation and competitive salaries for artisan lecturers and technical subject teachers are fully catered for by the fiscus.

The Committee recommends a review of budgetary policy allocation modalities in the Ministry of Education, Sport and Culture so that government assumes its role of leadership in financing TVET at schools level with the other players complementing its effort in line with the opinions of the stakeholders in the questionnaire. This budgetary provision will go a long way in resuscitating TVE in the schools sector.

Legislation

The Committee recommends that any major policy shift be supported by a statutory instrument with a definite life span that would prevent expedient policy reversals as what happened in the case of the Secretary's Circular No.2 of 2001. The TVET thrust entrenched in the Secretary's Circular No 2 of 2001 ought to be rejuvenated. Technical and vocational education should be an integral part of general education and a means of preparing for study in occupational fields at the tertiary level. The Committee noted from questionnaire data that the absence of a framework to review policy in the secondary school sector contributes to oscillatory positions in the inclusion of technical subjects in the curricula. This vasculatory behaviour can be eliminated through legislation.

Monitoring and Evaluation

The Committee recommends the implementation of the Nziramasanga's recommendation of transforming NAMACO into a National Training Council. This Council would, among other things, coordinate current and projected training programmes so as to adapt TVET to the evolving scientific, technological and socio-economic changes and monitor the implementation of TVET policy provisions.

The Committee further recommends the development of a regulatory framework to monitor the implementation of HEXCO regulations with regard to private colleges and VTCs' institutional capacity to offer certain programmes.

Qualifications Framework

The Committee recommends that the promulgation of the ZIMQA Act is speeded up and CATS be developed urgently. This will facilitate vertical and horizontal learner mobility within the TVET system itself and across paradigms. It will also make recognition of prior learning and multiskilling easier.

Gender Issues and the Disadvantaged Groups

UNESCO and ILO (2002) suggest that policies on gender and the disadvantaged be backed by legislation. This implies that statutory instruments should support the various policies formulated by many government ministries aimed at improving the welfare of the disadvantaged groups and women.

Monitoring and regulatory mechanisms should be put in place to ensure that policies that benefit the disadvantaged groups and women are enforced.

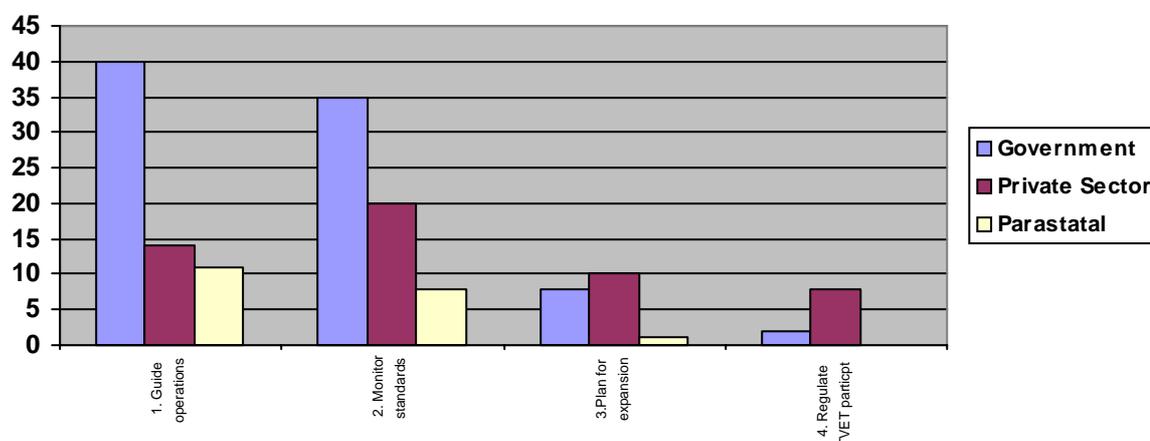
Communication

The symbiosis between industry and the TVET providers should be strengthened. Consequently communication among all players in TVET, i.e. government, the private sector and labour should be revisited. NAMACO ought to devise more effective ways of dialoguing their constituents to enhance more meaningful involvement of the private sector in all TVET activities.

Conclusion

It is clear from the forgoing discussion that there are a number of policy challenges permeating the whole TVET system in Zimbabwe, characterising both the secondary and tertiary sectors. These challenges also affect the formal and informal sectors of the economy. This points to the need for a comprehensive TVET policy in the country. As the stakeholder responses from the questionnaire suggest, the absence of a comprehensive policy in TVET compromises guidance on operations of TVET, the monitoring of standards and planning as well as the regulation of participation in TVET by NGOs, private companies and other non-governmental organisations. These purposes of TVET policy are regarded as critical by stakeholders as illustrated in graph 8 below.

8. Ranking purposes of TVET policy



The only policy comprehensive enough to guide TVET in the country at the moment is the 1990 Rationalisation Policy. The Nziramasanga Commission (1999) merely reinforced the provisions of this policy.

It is within this purview that the Committee recommends that a comprehensive TVET policy review be undertaken. It is further recommended that a policy review framework designed after consultation with the relevant stakeholders in the country's TVET landscape is used.

The next chapter analyses such TVET policy review framework.

CHAPTER THREE

Parameters for Policy Review in TVET

Introduction

Zimbabwe has seen policy review taking place a number of times since 1980. These policy reviews have seen a number of changes being made in TVET. However, the implementation of these policies has not always lived up to expectations perhaps due to the fact that the policy reviews have not taken a definite pattern due to lack of a proper policy review framework accompanied by guidelines showing how this should be done. This chapter attempts to provide a viable, regular TVET policy review framework for Zimbabwe.

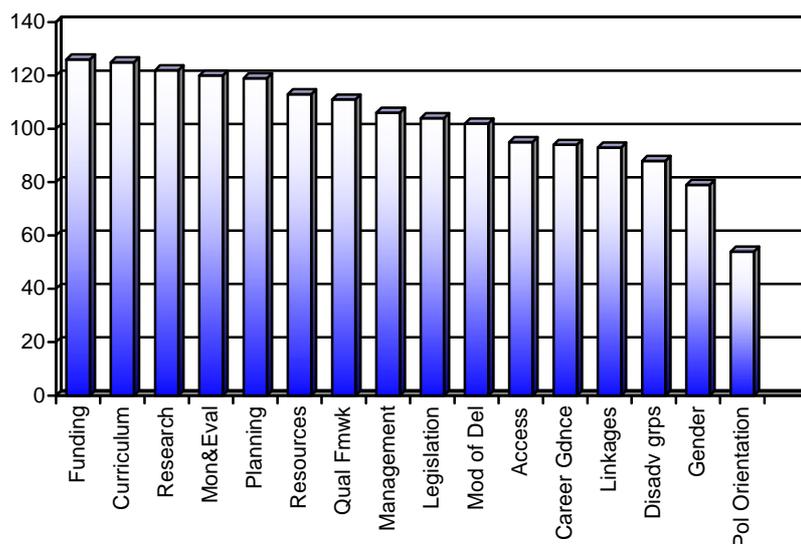
Desk Research

The results of the desk research have been discussed in chapters 1 and 2 and the issues so raised analysed, synthesized and evaluated therein.

Questionnaire

Interesting results have come out of the questionnaire. The graph below shows how stakeholders have ranked the parameters they think should be considered in TVET policy review. A closer look at the results of the questionnaire shows that stakeholders have rated funding (1) and curriculum relevance (2) ahead of research (3) and planning (5) perhaps due to the shortage of equipment and the state of the facilities that are found in the institutions currently. They are also, perhaps influenced by the growing unemployment which is often blamed on the irrelevance of the curricula to the world of work. The high ranking received by the Monitoring and Evaluation and the Human and Material Resources parameters (4 & 6 respectively) is not surprising considering that policy implementation seems haphazard in some areas at the moment, aggravated by a high turn over of staff coupled with shortage of consumables. Even though the questionnaire was distributed to 170 organisations, companies, institutions and individuals, the low rating for gender issues and the disadvantaged as parameters shows the unjust distribution of the female gender and disadvantaged in these organisations, a fact that tends to support the importance of monitoring and constant review of the situation with a view to improving it. It is however interesting to note that political orientation received the least rating, perhaps due to the fact that some political decisions are not always based on rational decision making, but, at times, by expediency (See Graph No.9 below).

9. Stakeholder Ranking of Review Parameters



Consultative Workshop

The consultative workshop adopted overwhelmingly the findings of the desk research and the questionnaire but added important dimensions regarding curriculum relevance and communication.

Pursuant to the convergence of ideas from the desk study, field study and the consultative workshop, parameters to review TVET policy emerged.

Parameters

Research and Planning

The questionnaire results reveal that a good TVET policy review framework should be benchmarked on basic and applied research leading to an extensive situational analysis of the state of the TVET system in the country. This is to enable decisions to be made as to whether the review should adopt what Heyneman (1988) called the “quiver of arrows” strategy, or what Oliveira (1989) referred to simply as “piecemeal” or whether the review ought be what Wilson (1996) referred to as “sector reform”. These kind of decisions may assist in saving money and time, particularly should the review eventually end up targeting limited but critical elements in the TVET system, for example text books only, teacher remuneration, or students performance only. Situational analysis may also assist in determining whether the variables to be addressed by the subsequent reform after the review are external or internal. This is important because external variables need complex support resources while internal ones may only need reorganisation of resources already in the system. As Wilson (1996) noted, some reforms succeed because of adequacy of information and local implementation capacity. As Havelock in Harris et al (1976) pointed out the degree to which innovation may succeed may as well depend on the degree to which the ‘problem solver’ model is adopted for effecting change. A carefully carried out situational analysis will make it possible for the implementers of the subsequent

reforms to make a thorough diagnosis of what the system already has before attempting to make an outward search.

Nature of the Policy

A good policy review should address the nature of the policy coming out of the review. Bartram (2004) observed that governments ought to articulate “a policy whose objective is to ensure as far as possible an adequate labour force, with appropriate skills, that will support national economic development.” In Zimbabwe, some policies were issued without clear vision and mission statements. In such cases, it becomes difficult to tie the objectives enunciated to national development that can be measured in concrete terms as the reforms are implemented. Clear articulation of the vision, mission and the ends of the policy makes implementation and monitoring and evaluation possible, thus facilitating sector improvement through reform.

Funding

A good TVET policy review framework ought to address the question of sustainability of funding of the reform process. Wilson (1996) notes that the Brazilian and Singaporean reform projects were described as being among the best national systems in the world because their funding was ‘ample and secure’. Their system is based on a viable industrial levy system that supplements government efforts. Even though Zimbabwe has an industrial levy system the Zimbabwe Manpower Development Fund (ZIMDEF), supported by legislation [Manpower Planning and Development Act (1994)], the vision, mission and objectives of ZIMDEF have always been shifting. As a result, it has not been able to fully finance TVET as had originally been envisaged in 1984 when it was set up. The sector has to turn more and more to the fiscus than should be necessary. Even though some mechanisms for the involvement of commercial banks and the students may be in place, the roles of each in some form of a legally binding contract ought to be put in place. A good policy review framework should address the role every player in financing TVET ought to play and the extent to which their contribution could be sustained. This is critical in the maintenance of standards and improving quality. Furthermore, a good policy review framework should also look at the relative portion of the education and training budget allocated to TVET as compared to the other areas in the sector. Experience has shown that while politicians may acknowledge the crucial role TVET plays in national economic development, the budgets they produce always favour theoretical education.

Curriculum relevance

Bartram (2004) notes that good policy should provide for a content review of curricula in order to come out with relevant and coordinated curricula that “meets the needs and thus support the growth of local industry.” While TVET curricula in Zimbabwe, particularly those designed by HEXCO, are produced in close cooperation with industry through NAMACO, the 1995 TVET review casts doubt on the representation by industry in NAMACO. It also observed that curricula used in institutions are continuously drifting away from the needs of industry as confirmed by the consultative forum of February 2006. While the situation might be improving for the better with the establishment of ZOISS in 1999 to produce occupational standards on which curricula are now based, a good TVET policy review framework ought to

contain an entrenched provision for addressing constant curricula development every time a review is done.

Qualifications Framework

As Bartram (2004) also notes, a good policy review framework ought to provide for a continuous examination of the nature and scope of the qualification framework in order to determine the extent to which critical elements like recognition of prior learning, recognition of qualifications obtained by minority groups like women and the disabled through non-formal education are recognised, etc. This will ensure that the role played by Non Governmental Organisations (NGO's), Private Voluntary Organisations (PVO's), and individuals in upgrading the skills of individuals or groups through on-the-job training, and those of the informal sector is always considered and taken as part and parcel of the national development agenda. In addition, this will ensure that the country's contribution to the development of the SADC Regional Qualifications Framework (RQF) in accordance with the provisions of the SADC Protocol on Education and Training (1997) is enhanced.

Monitoring and Evaluation

Wilson (1996) echoes the sentiments of many when he says that monitoring and evaluation have become integral components of any reform process. He goes further to point out that even some major donor agencies like the World Bank have often required that any request for funding for any reform process should be accompanied by elaborate monitoring and evaluation provisions. This observation is pertinent to Zimbabwe where a lot of distortions have been experienced in the implementation of some critical reforms. The ZIMDEF funding policy, for example, has now been transformed to something else because of the absence of clear monitoring and enforcement provisions to ensure that what was stipulated originally in the 1984 Act was being adhered to. The provisions of the 1990 Rationalisation Policy were not monitored resulting in some institutions offering higher courses they have no capacity for.

The monitoring and evaluation model adopted is determined by the nature of the reform itself. Many reform programmes have adopted Scriven's (1967) formative and summative types of evaluation. The former has the problem of resulting in too much data accumulation without matching improvement in the quality of the area subject to reform. The later is normally not very useful to the current project since it is done at the close of the reform programme. Its conclusion, however, can be very useful in the long term through educating the implementation of future reforms. Many organisations have tended to prefer evaluation models that look at the programme process as a whole, trying to understand where the reform came from, where it is and where it is going. These include Stufflebeam's Antecedents- Transactions- Outcomes model (ATO) or Stake's Context- Inputs-Process-Product model (CIPP). Whatever model is used, care must be taken to avoid killing the reform process by evaluating it too early. Wilson (1996) suggests a period of six years. Harris (1971) et al suggest five years before models like summative evaluation can be used.

Infrastructure, Equipment, Consumables and Maintenance

A good TVET policy review would not be complete without looking at the infrastructure, equipment, training consumables and maintenance of the facilities. In

Zimbabwe, most TVET institutions were equipped through donor funding and the facilities have been left to deteriorate to the extent that it has started to affect the quality of the products from the TVET institutions. The older institutions like Harare and Bulawayo Polytechnics are the most affected. Wilson (1996) observes that the high success rate of reform implementation in Brazil could be attributed to high quality of the physical facilities, equipment and training materials. The maintenance of these facilities and equipment that is done regularly is also seen as critical in high quality delivery. He concludes by underlining that “the concepts of routine and preventive maintenance must be infused into the culture of the workplace and TVET institutions”. He suggests that restocking and timely provision of spare parts for laboratory and workshop equipment be given top priority in the budgetary process. A good policy review framework for TVET should therefore contain provisions for facility and infrastructure review.

Management

A good TVET policy review framework should also contain provisions for evaluating the management of the reform process. Some of the issues the reviewers ought to look at include the existence of an education and training authority and whether this authority has the power and resources to implement the TVET reforms. They could also look at whether the system is centralised or not. If it is decentralised as is the situation in Zimbabwe, examine whether the institutions to which decentralisation has been directed have the capacity and resources to manage the reform process and whether they are well co-ordinated to avoid duplication and under utilisation of facilities.

Human Resources

A good policy review framework should look at the supply of human resources throughout the TVET system. This factor has adversely affected TVET implementation in Zimbabwe because qualified personnel have left TVET in search of greener pastures in or outside Zimbabwe. The situation has been aggravated by the incessant degrading of TVET institutions starting from the 1995 Public Service Commission’s (PSC) job evaluation exercise, with a view to aligning them with teachers’ and agricultural colleges that offer lesser qualifications. This resulted in a proportionate lowering of remuneration for professional staff in TVET. As a result, many have left for local universities and the private sector that pay more, or for better paying jobs outside the country.

Legislation

Many a reform has failed because of the absence of strong, unequivocal and clear legislation to back up the policy from which the reform has been based. The 1994 Manpower Planning and Development Act, for example, did not unequivocally spell out all the provisions of the 1990 Rationalisation Policy. The result was that Youth Centres and VTC’s are offering NC’s, ND’s and in some cases HND’s when they do not have both the human and material resource capacity to do so. In addition, some policies that are issued in the absence of some legislative framework get reviewed and reversed within a very short space of time. The cancellation of the Secretary of Education, Sport and Culture’s Circular No 2 of 2001 and its substitution by Circular No 3 of 2003 reversed a fundamentally crucial milestone decision in the advancement of TVET in the Zimbabwean schools sector. If this policy that had made at least one

technical and vocational subject compulsory in the 'O' level curriculum had been backed by an Act of Parliament or a strong enough statutory instrument, perhaps its reversal within such a short space of time might not have been so easy. It is however gratifying to note that the Secretary's Circular 14 of 2004 that repositions the 2001 scenario is buttressed by the Education Amendment Act of 2006. Therefore, it is imperative that a good TVET policy review framework provides for the scrutiny of all the pieces of legislation backing policy reforms to ensure that the prompting driven by expediency does not spoil the reform process.

Delivery of Training

As Herschbach (1989) noted, a good TVET policy review framework for a developing country like Zimbabwe, with an increasing number of its people joining the informal sector, ought to contain provisions for addressing the flexibility and variety of the delivery of training. Wilson (1996) observed that informal sector groupings are usually small with workers normally identifiable as entrepreneurs, establishment workers, *independent workers* and *casual workers*. While those in the first two categories, Herschbach noted, are usually educated in formal institutions, those in the other two (*italicised*) are usually illiterate, too poor to make use of any educational opportunities or have little time to do so. The only way to upgrade their skills is through informal or non-formal education. The critical issue is to ensure that various methods of training delivery, for example day release, short courses, weekend courses, and so on, are provided for and that the qualifications so obtained are recognised not only on the ZQF but also for purposes of remuneration in both the formal and informal sectors of the economy.

Access to TVET

The question of access to education and training had occupied the minds of many an educator, particularly in developing countries where resources are limited. The TVET sector has traditionally been known for its accommodative character. While it has provide professional education and training for many gifted learners, it is also known for providing solace to many a child the general education system has been quick to condemn as less able and has also dropped out. Many disadvantaged groups like the disabled have found a safe haven in TVET. A good TVET policy review framework for Zimbabwe should therefore provide for an examination of the flexibility of entrance qualifications into education and training programmes, making concessions in the cases of recognition of prior learning in whatever form, for example learning through on-the-job experience. Furthermore, any review ought to look at possibilities of the horizontal (multi-skilling) and the vertical articulation of qualifications within or without the TVET paradigm.

Women and the Disadvantaged Groups

Even though 'disadvantaged groups' and 'gender' were rated very lowly by the stakeholders in the survey (14 & 15 respectively), just ahead of 'political orientation' that occupied pole position from the bottom, UNESCO and ILO (2002: p11), Articles 7(g) and (h) highlight the need for gender equality and attention to "people with disabilities and to socially and economically disadvantaged groups" in the provision of TVET. Braig and Bar in Wallenborn (1996) detail the importance of women in national development. Women in Zimbabwe are involved in the bulk of the agricultural work in the communal, resettlement and peri-urban areas of the country.

They and the disadvantaged operate a plethora of informal sector businesses ranging from the 'mupedzanhamo' markets at the service centres, growth points and in the urban areas of the country and the little craft or agro-business 'stalls' located at bus stops and many other areas dotted across the country. They are also involved in home-based care for people living with HIV/AIDS. Their training is normally provided non-formally by some government agencies, NGO's and PVO's. This group constitutes more than 55% of the country's population considering that women form 53% of the Zimbabwean population. Their uplifting has a direct impact on the poverty index of the country. A good TVET policy review framework, therefore ought to make provision for an examination of the extent to which the education and training of women, the disabled and the socially and economically disadvantaged groups have been made part and parcel of the national agenda and make recommendations thereafter.

Communication

The consultative workshop highlighted the significance of communication in TVET policy formulation, implementation and review. This is in agreement with Burgoon et al (1974), Haneckom (1986) and Dye (1984), who argue that an effective policy is one that is characterised by open channels of communication among all stakeholders. In education, centre periphery models of communication based on what Havelock in Harris, et al (1971) terms power coercive strategies tend to brood elitist policies that, in TVET, tend to marginalize industry and commerce. The situation revealed by the field study where 68% of those who indicated non-involvement in TVET activities came from the private sector is inconsistent with effective policy formulation. It is therefore imperative that communication becomes one of the key parameters in a policy formulation framework, particularly in TVET where curricula ought to be demand rather than supply driven.

Linkages

A policy review framework also needs to provide for the promotion of linkages of the TVET Authority in Zimbabwe to other authorities in SADC, Africa and the world in general. This may facilitate technology transfer from other more developed countries to Zimbabwe through staff and student exchange. Locally, it might facilitate synchronisation, career guidance, optimal resource utilisation and facility utilisation.

Political Considerations

Wilson (1996) shows how important it is for any reform planning to take political considerations into account in order to ensure that the implementation of good reforms is not adversely affected by political expediency. Failure to take this into account presented difficulties in reform implementation in Brazil. It has also affected the implementation of a pro-TVET curriculum in Zimbabwe. As a result, it is important that any TVET policy review framework for Zimbabwe provides for a thorough analysis of the country's ideological thrust in order to avoid personal inclinations being substituted for political ideology and then used to influence policy reform.

Guidance and Counselling

The consultative workshop revealed that some students follow career paths that they abandon later because of lack of guidance. This has often been caused by an absence of aptitude testing at school-leaving age. As a result, students' choices are based on societal perceptions which, in Zimbabwe, are heavily inclined favourably towards theoretical education. Symposia held in some TVET institutions in higher education have been a result of individual institutional initiative. There is need for a coherent national career guidance and counselling policy across the entire TVET system in the country.

Conclusion

The desk research, the questionnaire and the consultative workshop produced seventeen parameters that stakeholders in Zimbabwe consider as critical in a policy review framework. These parameters received varying degrees of approval. This chapter has attempted to justify the relevance of each of these parameters, using experiences from inside and outside the country, in a Zimbabwean TVET policy review framework. It is hoped that this framework will be used regularly for any review that may be required to be undertaken in the country.

CHAPTER FOUR

Guidelines To Be Followed In Reviewing Policy And Programmes

Policy Review Committee

Central government in partnership with UNESCO should commission the project and nominate/ appoint a *Policy Review Committee*.

The Committee shall then undertake a comprehensive national policy review of TVET in Zimbabwe based on the parameters discussed in Chapter 3 in addition to any other matters ancillary to effective TVET implementation.

Parameters

The Committee shall then use the parameters suggested by this proposal to review the current TVET policies.

These will include the following:

Research and Planning

Nature of Policy Formulation

Funding

Curriculum Relevance

Qualifications Framework

Monitoring and Evaluation

Infrastructure, Equipment, Consumables and Maintenance

Management of TVET

Human Resources

Legislation

Delivery of Training

Access to TVET

Women and the Disadvantaged Groups

Communication

Linkages

Political Considerations

Guidance and Counselling

Finis

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Ministry of Education Sport and Culture	2004	<i>Secretary's circular No.14</i>	Harare	Unpublished
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Appendix 1

All official communications should be addressed
to
“**The Secretary**”

Telephone: 795891-5, 796441-9, 730055-9

Fax: 733070



Reference: D/

**MINISTRY OF HIGHER AND TERTIARY
EDUCATION**
P.O. Box UA 275
Union Avenue
Harare

Friday, October 22, 2004

REVIEW OF POLICY ON TECHNICAL AND VOCATIONAL EDUCATION IN ZIMBABWE

Dear Sir/Madam

The Ministry of Higher & Tertiary Education, in collaboration with UNESCO, is involved in a sectoral review of the national policy on Technical and Vocational Education and Training (TVET) in Zimbabwe with the objective to come up with a new policy.

The purpose of this questionnaire is to collect information on your involvement in policy formulation, implementation, monitoring and evaluation.

We are therefore kindly requesting you to spare some of your precious time to complete this questionnaire truthfully and to the best of your knowledge.

Please be assured that your responses will be treated in the strictest of confidentiality.

Please do not write your name and the name of your organisation on this questionnaire. I am appealing to you to send the questionnaire to myself at New Govt Complex Corner Samora Machel Ave and 4th Street Room F615 or simply call me and I will send a driver to fetch it.

Thank you

Yours Sincerely

J T DEWAH

Research Co-ordinator

Technical and Vocational Education & Training Review Committee

QUESTIONNAIRE

1 Please indicate (by a tick) the category of TVET provider that you fall in

- | | | | |
|------------------------|--------------------------|-------------------------|--------------------------|
| Parastatal | <input type="checkbox"/> | Government | <input type="checkbox"/> |
| Non-Government | <input type="checkbox"/> | Local Authority | <input type="checkbox"/> |
| Polytechnics/ITCs | <input type="checkbox"/> | Vocational Trng Centres | <input type="checkbox"/> |
| Secondary School | <input type="checkbox"/> | Primary School | <input type="checkbox"/> |
| Youth Training Centres | <input type="checkbox"/> | Church | <input type="checkbox"/> |
| Company | <input type="checkbox"/> | Private | <input type="checkbox"/> |
| University | <input type="checkbox"/> | Other (specify) | <input type="checkbox"/> |

2 What levels do you offer?

- | | | | |
|---|--------------------------|---|--------------------------|
| Primary | <input type="checkbox"/> | Pre-Vocational Certificate (PVC) | <input type="checkbox"/> |
| 'O' Level | <input type="checkbox"/> | National Foundation Certificate (NFC) | <input type="checkbox"/> |
| 'A' Level | <input type="checkbox"/> | National Certificate (NC) | <input type="checkbox"/> |
| B. Ed (Tech) | <input type="checkbox"/> | National Diploma (ND) | <input type="checkbox"/> |
| M Ed (Tech) | <input type="checkbox"/> | Higher National Diploma (HND) | <input type="checkbox"/> |
| Dip Ed (Tech-Voc) | <input type="checkbox"/> | Bachelor of Technology (B Tech) | <input type="checkbox"/> |
| Apprenticeship
(Skilled Worker/Journeyman) | <input type="checkbox"/> | Bachelor of Technology Teacher (B Tech Tr.) | <input type="checkbox"/> |
| Industrial Attachment | <input type="checkbox"/> | Any Other (specify) _____ | <input type="checkbox"/> |

3 Indicate the period of involvement in TVET (in years)

- | | | | |
|--------------|--------------------------|----------|--------------------------|
| 0 – 5 | <input type="checkbox"/> | 5+ - 10 | <input type="checkbox"/> |
| 10+ - 15 | <input type="checkbox"/> | 15+ - 20 | <input type="checkbox"/> |
| 20 and above | <input type="checkbox"/> | | |

4 Rank the following purposes of policy in TVET from Rank 1 to Rank 5

(Rank 1 being the most important and Rank 5 the least important)

- a) To guide operations in TVET

--
 - b) To monitor standards in order to review quality & practice

--
 - c) To regulate TVET participation by NGO's, private companies and other non-governmental organisations

--
 - d) To make planning for expansion laterally & vertically possible

--
 - e) Any other (specify) _____

--
- _____
- _____

5 In rank order 1 – 10, indicate who should be involved in TVET policy formulation: (1 being the most important and 10 the least important)

- Local Authority

--
 - Informal Sector

--
 - Industry & Commerce

--
 - Central Government

--
 - Employer Organisations

--
 - Professional Bodies

--
 - Students

--
 - Private Education and Training providers

--
 - Employee Organisations

--
 - Public Education and Training providers

--
 - Any other (specify) _____

--
- _____
- _____

6 Does your organisation participate in TVET policy formulation?

Yes No

7 If "Yes", indicate the level of participation:

Curriculum Development Data provision

Financing TVET Sectoral Review

Policy Implementation Policy Monitoring

Policy Evaluation Policy Legislation

Any other (specify) _____

8 Suggest any measures that can be taken to strengthen TVET policy:

8.1 Formulation:

8.2 Implementation:

8.3 Evaluation:

9 In rank order of 1 – 9, indicate appropriate mechanisms for funding

TVET:

(Rank 1 being highest and Rank 9 being lowest)

Students	
Donors	
Private Sector	
NGO's	
Government	
Production Units	
Zimbabwe Manpower Development Fund (ZIMDEF)	
Parastatals	
Informal Sector	
Any Other (specify) _____	

10 Indicate with a tick (✓) your involvement in the provision of TVET

10.1 Material resources

Capital Investment (buildings, equipment, etc)	<input type="checkbox"/>	Refurbishment of equipment	<input type="checkbox"/>
Training Consumables	<input type="checkbox"/>	Replacement of Equipment	<input type="checkbox"/>
Maintenance of Equipment	<input type="checkbox"/>	Computerisation	<input type="checkbox"/>

10.2 Human resources

Training & Lecturing staff	<input type="checkbox"/>	Appointment of Staff	<input type="checkbox"/>
Staff Development	<input type="checkbox"/>	Grading of Staff	<input type="checkbox"/>
Determination of staff conditions of service	<input type="checkbox"/>	Recruitment of students	<input type="checkbox"/>

10.3 Curriculum

Designing Course Regulations	<input type="checkbox"/>	Designing Syllabi	<input type="checkbox"/>
Setting Examinations	<input type="checkbox"/>	Marking Examinations	<input type="checkbox"/>
		Determining Courses to be offered	<input type="checkbox"/>

10.4	Modes of Delivery		
	Part-time	<input type="checkbox"/>	Short Courses <input type="checkbox"/>
	Full-time	<input type="checkbox"/>	Block Release <input type="checkbox"/>
	Industrial Attachment	<input type="checkbox"/>	Apprenticeship <input type="checkbox"/>
	Day Release	<input type="checkbox"/>	Trade-Testing <input type="checkbox"/>
	Evening Courses	<input type="checkbox"/>	Vacation Courses <input type="checkbox"/>
	Educational Tours	<input type="checkbox"/>	Continuous Assessment <input type="checkbox"/>
	Weekend Courses	<input type="checkbox"/>	Accommodating the Disadvantaged <input type="checkbox"/>
	Any Other (specify) _____		<input type="checkbox"/>

10.5	Linkages		✓
	Partnerships with other institutions	<input type="checkbox"/>	
	Linkages – Nationally	<input type="checkbox"/>	
	Linkages – Regionally	<input type="checkbox"/>	
	Linkages – Internationally	<input type="checkbox"/>	
	Research (specify) _____	<input type="checkbox"/>	
	_____	<input type="checkbox"/>	

10.6	Quality Assurance		✓
	External Assessment	<input type="checkbox"/>	
	Standards Setting & Development	<input type="checkbox"/>	
	Testing & Evaluation	<input type="checkbox"/>	
	Certification	<input type="checkbox"/>	
	Accreditation	<input type="checkbox"/>	
	Any Other (specify) _____	<input type="checkbox"/>	

11 What is the source of funding for your organisation regarding the following?

Rebates for Industrial Attachment:

Students' Attachment Allowances:

Institutional Training of Apprentices:

Capital Investment:
(buildings, equipment, etc)

Consumables:

Maintenance:

Tool Kits for Students:

Awards and Prizes:

12 What entry qualifications and /or tests do you think should be used to select students to enrol for each of the following courses?

NFC

NC

ND

HND

Apprenticeship

B Tech

M Tech

13 Indicate by a "✓" which of the following parameters should be considered in reviewing TVET policy:

Planning	<input type="checkbox"/>	Research	<input type="checkbox"/>
Funding	<input type="checkbox"/>	Curriculum Relevance	<input type="checkbox"/>
Management	<input type="checkbox"/>	Modes of Delivery/study	<input type="checkbox"/>
Qualifications Framework	<input type="checkbox"/>	Linkages	<input type="checkbox"/>
Supportive Legislation	<input type="checkbox"/>	Career Guidance & Counselling	<input type="checkbox"/>
Monitoring & Evaluation	<input type="checkbox"/>	Gender Issues	<input type="checkbox"/>
Disadvantaged Groups (Equity)	<input type="checkbox"/>	Political Orientation	<input type="checkbox"/>
Human and Material Resources	<input type="checkbox"/>	Access to TVET	<input type="checkbox"/>
	<input type="checkbox"/>	Others (specify)	<input type="checkbox"/>

14 Rank the parameters that you have selected in 13 above (1 being the most important and 13 being the least important):

Planning	<input type="checkbox"/>	Research	<input type="checkbox"/>
Funding	<input type="checkbox"/>	Curriculum Relevance	<input type="checkbox"/>
Management	<input type="checkbox"/>	Modes of Delivery/study	<input type="checkbox"/>
Qualifications Framework	<input type="checkbox"/>	Linkages	<input type="checkbox"/>
Supportive Legislation	<input type="checkbox"/>	Career Guidance & Counselling	<input type="checkbox"/>
Monitoring & Evaluation	<input type="checkbox"/>	Gender Issues	<input type="checkbox"/>
Disadvantaged Groups (Equity)	<input type="checkbox"/>	Political Orientation	<input type="checkbox"/>
Human and Material Resources	<input type="checkbox"/>	Access to TVET	<input type="checkbox"/>
	<input type="checkbox"/>	Others (specify)	<input type="checkbox"/>

----Thank you for your co-operation----

Appendix 2

Questionnaire Distribution List

Ministry of Higher & Tertiary Education H/O	Permanent Secretary Director: Manpower Planning & Development Director: Standards Development & Quality Assurance Secretary-General: UNESCO Director: Human Resources Director: Finance & Administration Acting Executive Secretary: National Council for Higher Education Deputy Director
Curriculum Research & Development Unit (CRADU)	Deputy Director
Industrial Training & Trade-Testing Department	Deputy Director Regional Registrar: Bulawayo Regional Registrar: Gweru Regional Registrar Harare Deputy Director
Teacher Education	Deputy Director
Research and Planning Msasa Technology Centre	Principal HOD Automotive Engineering HOD Mechanical Engineering
St Peters Kubatana VTC	Principal 2 x HOD
Westgate Technology Centre	Principal 1 x HOD
Universities	Director: Harare Institute of Technology Vice Principal Harare Institute of Technology Vice Chancellor: Chinhoyi University of Technology Dean of Studies Registrar Head – Education Unit: National University of Science and Technology Department of Technical Education: University of Zimbabwe Department of Teacher Education: UZ Pro-Vice Chancellor: Midlands State University Director: Work-Related Learning MSU Management Training Bureau (MTB) Manager: National Manpower Advisory Council (NAMACO) Chief Executive Officer: Zimbabwe Manpower Development Fund (ZIMDEF) Director Finance & Projects: ZIMDEF Director: Dynamic Management Consultancy Standards Development Officer: Zimbabwe Occupational Standards Services (ZOSS)
Polytechnics	Bulawayo Acting Principal Head - Applied Sciences Head – Mechanical Engineering

Gweru	Principal Vice Principal HOD Engineering
Kwekwe	Vice Principal Head of Division: Civil & Mechanical Engineering
Masvingo	Principal Vice Principal HOD – Adult & Continuing Education HOD – Engineering
Mutare	Principal Acting Vice Principal Head of Division: Civil & Mechanical Engineering
Harare	Acting Principal Acting Vice Principal
Joshua Mqabuko Nkomo	Principal Head of Secretarial
Belvedere Technical Teachers' College	Principal Lecturer-in-Charge: Examinations Head of Tech/Voc Division
ZIMFEP	Director: Mupfure Self-Help College
Ministry of Education, Sport & Culture	Permanent Secretary
Provincial Education Directors	Harare Midlands Matebeleland North Matebeleland South Mashonaland East Mashonaland West
Other Head Office Staff	Director: Human Resources & Development EO Buildings ZIMSEC: EOs Technical Subjects EO Technical Subjects: Matebeleland South EO Technical Subjects: Matebeleland North EO Technical Subject: Midlands EO Technical Subjects: Harare EO Technical Subjects: Mashonaland West EO Agriculture: Harare EO Technical Subjects: Curriculum Development Unit
Schools	Head: Tombo Secondary School Head: Mzingwane High School HOD Technical Subjects: Mzingwane High Head: Ellis Gledhil High School Head: Rusvingo Primary School Head: Kudzanai Primary School Head: Mhizha Primary School Head: Zengeza 3 High School Head: Kwayedza High School Head: Gwanda High School
Public Service Commission	Permanent Secretary General Manager: Testing and Assessment Provincial Inspector Gwanda

	Provincial Bulawayo
Ministry of Youth, Gender & Employment Creation	Provincial Officer: Skills Development (Matebeleland South) Provincial Training Officer: (Bulawayo) Lecturer: Carpentry (Mushagashe YTC) Public Relations Officer Head: Chinhoyi Urban VTC Head: Chinhoyi Rural VTC Head: Guyu VTC
Ministry of Labour and Social Welfare	Deputy Director: Labour Head: Pangani VTC Acting Head: Lobengula VTC Head: Zvishavane VTC Head: Kadoma VTC Head: Kadoma Prison Training Centre Principal: Zimbabwe School of Mines Permanent Secretary Director Principal: Esigodini Agricultural Training Institute
Ministry of Legal & Parliamentary Affairs Ministry of Mines & Minerals Development Ministry of Environment & Tourism Policy Implementation Ministry of Lands, Agriculture & Rural Resettlement Ministry of Local Government, National Housing and Public Works	Provincial Chief Architect Provincial Chief Engineer Provincial Chief Surveyor
Information & Publicity Ministry of Industry and International Trade Science & Technology SMEs Development	Deputy Director Director Director Permanent Secretary
Local Authorities	Head: Mbare VTC Director: Community Services (Masvingo Municipality)
Parastatals	Principal: Forestry Industry Training Centre Senior Workshop Foreman (CMED Bulawayo) Workshop Manager (CMED Masvingo) ARDA Chipinge Director: Art Gallery Tanganda Tea Estates Director: PTC Training Centre Human Resources Officer: NRZ Human Resources Officer: ZESA Mutare
	SIRDC Director-General Agricultural Research Scientist
Disabled & Disadvantaged Groups	Director: The Danhiko Project Head: Emerald Hill School for the Deaf Director: National Council for the Disabled Principal: Jairos Jiri VTC Bulawayo
Govt Staff Associations	President: ZIMTA President: COLAZ Secretary-General: COLAZ

Professional Associations and Institutions

President: Estate Agents Council
Director: Computer Society of Zimbabwe
President: Motor Trade Association of Zimbabwe
L Chireva: Clothing Informal Sector

Other Training Institutions

Head: Zimbabwe Aviation Training School
Director: Speciss College, H Chitepo Ave, Harare
Head: Speciss College, Magaba.
Principal: Zimbabwe Distance Education College
Principal: Chipinge College of Horticulture

Private Companies

Chief Executive Officer: ZUPCO
Chief Executive Officer: The Herald
Head: Manica Post
Chief Executive Officer: Financial Gazette
Managing Director: Surgimed
Human Resources Director: UNILEVER
Human Resources Officer: Dairibord Zimbabwe
Human Resources Officer: Olivine Industries
General Manager: Elephant Hills Hotel
Managing Director: Rhodes Nyanga Hotel
Human Resources Manager: Bata Shoe Company
Manager: Radar Chemicals (Gweru)
Manager: Kariba Batteries (Gweru)
Human Resources Manager: David Whitehead
Textiles – Kadoma
Zimbabwe Iron & Steel Company
Human Resources Manager: Treger Group
(Bulawayo)
Training Manager: Delta Engineering Training Centre
Manager: PG Industries – Mutare
Manager: Border Timbers
Manager: Time Bank (Mutare)
Human Resources Officer: Bindura Nickel Company
Sable Chemicals
Lancashire Steel (Kwekwe)
Human Resources Officer: ZIMASCO (Kwekwe)
Manager: ZimChem (Kwekwe)
President: Confederation of Zimbabwean Industries
President: Zimbabwe National Chamber of Commerce
President: Employers Confederation of Zimbabwe
Senior Human Resources Officer: Shabanie Mine
Workshop Manager: Puzey & Payne
Human Resources Officer: United Bottlers- Masvingo
Training Manager:: Mashava Mine
Chief Executive Officer: Perfect Panelbeaters
(Masvingo)
Workshop Foreman: Victoria Electrical (Masvingo)

Appendix 3

MINUTES OF THE TVET REVIEW CONSULTATIVE WORKSHOP HELD AT THE MANAGEMENT TRAINING BUREAU, MSASA ON FRIDAY 24TH FEBRUARY 2006

1 REGISTRATION

The TVET Review Consultative workshop commenced with registration at 08:30 hours. More than 40 delegates attended the workshop in various capacities. A list of delegates to the workshop is on Appendix Four.

2 INTRODUCTIONS

Mr J T Dewah, the Research Coordinator, welcomed workshop delegates and got them to introduce themselves to others.

He reminded delegates of the purpose of the workshop as to provide a forum for presenting the research report and to incorporate delegates' comments and suggestions in the final report.

He took delegates through the workshop programme and then called upon Mr. M. Dube to chair the first session.

3 OPENING REMARKS BY DR MBIZVO

The Permanent Secretary for Higher and Tertiary Education, Dr. Washington T. Mbizvo, was introduced by the Director for Standards Development and Quality Assurance in the Ministry, Mr. F. B. Pesanai.

In his opening remarks, the Secretary expressed his honour and privileged to welcome delegates who comprised a wide cross-section of seasoned practitioners in TVET, and NAMACO representatives.

He informed delegates that the Ministry (MoHTE) was evolving towards the provision of quality education. This thrust had started as far back as 1999 when the ministry sent representation to South Korea to attend a conference on Emerging Challenges in the 21st Century.

The Secretary highlighted the significance of TVET as

- addressing individual professional needs;
- a means of preparing for life-long learning and
- a method of facilitating poverty-alleviation.

Dr. Mbizvo underscored the need to regard TVET as an investment rather than a cost.

In acknowledging the amount of work put into the study, the Secretary commended the role played by UNESCO in making the study a reality.

He called upon delegates to critically examine the work done by the committee. Delegates had been invited, he explained, so that their views and concerns could be captured in the final report. Dr Mbizvo went on to enlighten delegates on the value of TVET. He said that TVET led to enhanced industrial productivity and the resultant improvement in the standard of living for all the people.

In ending his remarks, Dr. Mbizvo assured delegates of the confidence he had in the research team, which had been carefully selected on the basis of their expertise.

4 PRESENTATION OF THE REPORT BY MR J C MBUDZI

Mr Mbudzi made the presentation of the report on the Technical and Vocational Education and Training (TVET) Policy Review Framework. The presentation generated a lot of interest in delegates as was shown during the group work, which ensued.

5 GROUP WORK

Delegates were put into groups of 9 to 10 people to analyse the study's findings, make recommendations and suggest any amendments.

The grouping of delegates is as indicated in **APPENDIX Four**.

6 GROUP REPORT BACK

The groups adopted the report as presented to them. Their contributions were used to be refine the content of the final report.

The groups presented their recommendations in writing as indicated below:

Group 1

- a) Include Entrepreneurship at 3 levels
- b) Make it compulsory like NASS
- c) Recognise the need form creation of wealth/employment apart from job preparation
- d) Recognise prior learning: skills upgrading, mature entry
- e) Quality assurance: pvt colleges doing their own thing, students doing "all" levels simultaneously, no regulating of time to finish programme
- f) Recommend: Revitalisation of Quality Assurance Unit to monitor all training and not just govt institutions
- g) Regulation affects not only HEXCO courses but all courses
- h) Team should consider students for questionnaire (tracer study)

- i) FUNDING: Improve management of current funds
- j) Increase the source and size of funding ZIMDEF
- k) Community to be involved in study as consumer
- l) Policy on mature entry
- m) Back team's recommendation on set up of Research Council...
please extend to include training "Research, Education and Training"

Group 2

- a) Govt leadership acceptable
- b) Multi-stakeholder participation be strengthened
- c) Need for a review of MPD Act to make ZIMDEF focus on TVET
- d) Budgeting be equitable (fiscus)
- e) Need for legislation for implementing TVET in the country
- f) need for internal and external mechanisms for monitoring and evaluation
- g) urgent need for harmonisation of qualifications
- h) need for creating enabling environments to implement gender policies
- i) Mount programme to address attitudes e.g. Advocacy.

Group 3

- a) Question of effectiveness of subcommittees esp. NAMACO
- b) Lack of planning on infrastructure and maintenance
- c) Access recognises prior learning
- d) Change of mindset regarding gender balance e.g. accommodating girl child
- e) Improve communication

Group 4

- a) List not exhaustive skewed to P. Is.
- b) Industry preference of e.g. ZAAT, IPM(Z)
- c) Funding
- d) Communication
- e) Overhaul of curriculum.

Appendix 4

Participants By Group

Group One

Mabasa G M	Vice Principal Bulawayo Polytechnic
Mashumba A D	A/ Deputy Director MoHTE
Masendeke P T	Principal Belvedere T T C
Moyana C	Admin Officer: MoY Dev
Jumbe D A	NAMACO Councillor
Raza S T	Principal Harare Polytechnic
Mugadza N F	Subject Manager: ZIMSCE
Hamadziripi E T	Standards Development Officer
Chinoona A	E.O. MoESC
Tinarwo A	D/Director OPC

Group Two

Nezungai I	Director: School of Hospitality & Tourism
Maphosa C	Training Manager NRZ
Sisismayi R G	General Manager PSC
Kuwengwa T M	Principal Mutare Polytechnic
Madzinga S C	Director Min of Science & Technology
Mazarire Z	Human Resources Manager
Gombe J	Principal Forestry Commission
Gwati LCK	A/ Executive Secretary
Bowora L C	Director: MoESC
Dekune E	Principal Danhiko

Group Three

Taderera B C	Principal: Masvingo Polytechnic
Dube M	Principal J M Nkomo Polytechnic
Chitava W T	Development Officer, SEDCO
Mukova V	E O Technical Subjects
Mvududu J	Lecturer Harare Polytechnic
Makoni S J	Principal, Kushinga Phikelela
Mavengere O	Principal, Gweru Polytechnic
Museva S	Lecturer, UZ DTE
Chigande F G	Head, Zengeza High 3

Group Four

Mavunga R	Principal, Msasa Ind Training Centre
Doba T	Provincial education Director, MoESC
Jiri S	Manager, ZOSS
Ramajan K	Deputy Director, MoHTE

Mundava A
Ahmed I
Pesana F B
Tamanikwa T
Gutsa J N

Training Manager, UNILEVER
Deputy Director, MoLGPW &UD
Director, SDEQA, MoHTE
Chief Levy Inspector, ZIMDEF
Chief Research Officer, MoPSL&SW

Non Grouped Participants

Dr W T Mbizvo
Kangausaru N
Bare T
Kanhukamwe Q C

Machawira F V

Mobonderi P
Dewah J T
Gweru S

Mbudzi J C
Chinwadzimba B B

Permanent Secretary, MoHTE
Chief Executive Officer, ZIMDEF
Chairperson, NAMACO
Director, Harare Institute of
Technology
Director, Management Training
Bureau
Manager, NAMACO Secretariat
A/Director, MoHTE
Chairman, DTE, University of
Zimbabwe
Principal, Kwekwe Polytechnic
Standards Development Officer