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# **ZIMBABWE**

## **REPORT OF THE PRESIDENTIAL COMMISSION OF INQUIRY INTO EDUCATION AND TRAINING**

**Under the Chairmanship of  
DR. C. T. NZIRAMASANGA**

**TO HIS EXCELLENCY, THE PRESIDENT**

**AUGUST, 1999**



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August, 1999

His Excellency  
The President Cde R.G. Mugabe

We have the honour to submit to your Excellency the Final Report of the Presidential Commission of Inquiry into Education and Training. In completing this report, we are discharging the responsibility assigned to us on 2 January 1998 to inquire into and report on education and training in Zimbabwe.

The report addresses and responds to each of the terms of reference and highlights the challenges and opportunities that policy-makers, planners, educators, industrialists and other stakeholders face on the eve of the Third Millennium.

The Commission notes that very important recommendations of the Report of the Southern Rhodesia Education Commission (1962) and The Committee of Inquiry Into African Primary Education (1974) have not seen the light of day. If they had been implemented then the state of education and training would have been better than it is now.

The Commission consulted widely before arriving at its conclusions. There was a flood of written submissions and attendances at public hearings were impressive - at one hearing there were approximately 1 000 people - indicating the interest of Zimbabweans in the education of their children.

The Commission notes that the education vote takes the largest proportion of the national budget. This is as it should be because education is a fundamental strategy to prepare Zimbabweans for socio-economic well-being in the Third Millennium and to be competitive in the era of information and communication technologies.

The Commission respectfully draws your attention to the following recommendations which will require early action.

- We recommend a nine-year compulsory basic education (Junior School) cycle for all pupils in order to cultivate the habits, attitudes, interests, skills and entrepreneurial opportunities which would prepare them to be good citizens and provide them with a good foundation for training in occupations of their own choice at Senior School I and beyond.
- We recommend an outcomes-based curriculum which is broad-based in terms of subject offerings and which focuses on learning areas, employment related skills and other essential skills to be developed across the curriculum.
- In order to increase access to post-basic education, we recommend four interlinked programmes: General (Academic) Commercial/Business, Technical, Vocational, Technical Colleges and Trade Testing whose certification carries equal weight. These programmes are taken at Senior School I and II.

In the new dispensation, with core subjects and electives, students will, if they so wish, transfer from one programme to another.

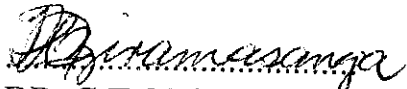
Underpinning all innovations is viable resource mobilisation (funds). We recommend various strategies whereby various stakeholders support the government.

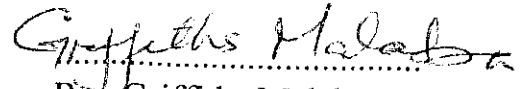
Finally we strongly recommend the establishment of a permanent body of experts outside the Ministry of Education to monitor and evaluate implementation of the recommendations and to advise government timeously of policy changes when necessary.

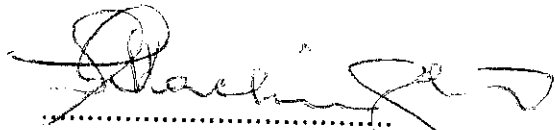
Our thanks are due to both Ministers of Education and their officials who gave us so readily of their time and the constructive manner in which they responded to our queries. Our thanks are also due to the secretariat for their analysis of the numerous submissions presented to the commission.


It has been a singular honour to serve on this Commission and to recommend what we believe will chart a new course for education development in Zimbabwe.

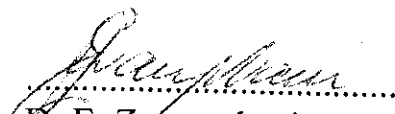
We remain at your disposal in our individual capacities.

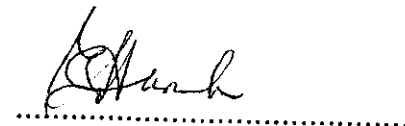
  
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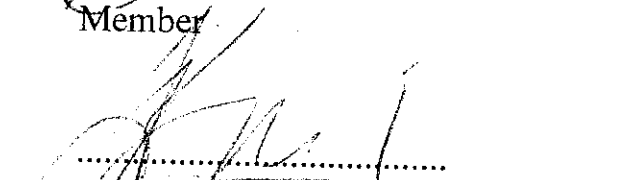
  
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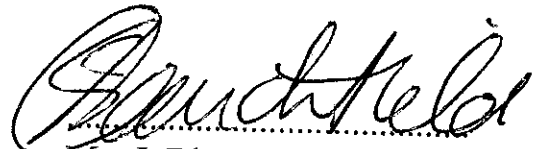
  
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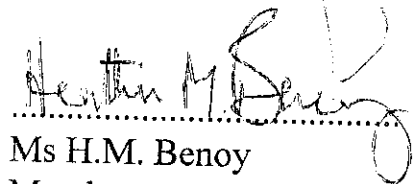
  
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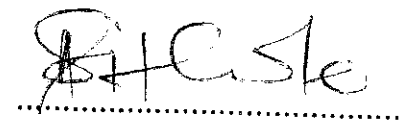
  
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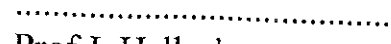
  
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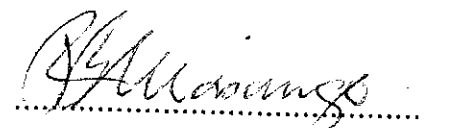
  
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## *APPENDICES*

## LIST OF ABBREVIATIONS

ADE	:	Adult and Distance Education
AIDS	:	Acquired Immune Deficiency Syndrome
ALME	:	Adult Literacy and Mass Education
ALOR	:	Adult Literacy Organisation of Rhodesia
ALUZ	:	Adult Literacy Organisation of Zimbabwe
APEID	:	Asia and Pacific Programme of Educational Innovation for Development
AVA	:	Audio Visual Aids
AVS	:	Audio Visual Services
BALE	:	Basic Adult and Lifelong Education
BI-BI	:	Bilingual - Bicultural
BEPAZ	:	Business Education Partnership of Zimbabwe
BEST	:	Better Environmental Science Teaching
CAMPFIRE	:	Communal Areas Management Programme for Indigenous Resources
CBD	:	Central Business District
CDTI	:	Clothes Design and Technology Institute
CDU	:	Curriculum Development Unit
CEDC	:	Children in Especially Difficult Circumstances
CEO	:	Chief Executive Officer
CPAA	:	Children's Protection and Adoption Act
CSO	:	Central Statistical Office
DEO	:	District Education Officer
DLC	:	District Literacy Co-ordinator
ECD	:	Early Childhood Development
ECEC	:	Early Childhood Education and Care
ECED	:	Early Childhood Education Development
EESC	:	Environmental Education Standing Committee
ELF	:	Environmental Liaison Forum
EO	:	Education Officer
ESAP	:	Economic Structural Adjustment Programme
FAWE	:	Forum of African Women in Education
FLP	:	Foreign Language Policy
GCE	:	Graduate Certificate of Education
GNP	:	Gross National Product
GTZ	:	German Agency for Technical Co-operation



HE	:	Higher Education
HEXCO	:	Higher Education Examinations Council
HIV	:	Human Immunodeficiency Virus
HND	:	Higher National Diploma
HODS	:	Heads of Division
HSCO	:	Harare Street Children Organisation
ICT	:	Information and Communication Technology
ILO	:	International Labour Organisation
IMO	:	International Mathematics Olympiad
INTARN	:	Informal Sector Training Resource Network
IPA	:	Inter-Country Peoples' Aid
LA	:	Local Authority
LB	:	The Literature Bureau
LI	:	First Language
L2	:	Second Language
LLP	:	Local Language Policy
MOESC	:	Ministry of Education, Sport and Culture
MOHET	:	Ministry of Higher Education and Technology
NAEO	:	National Association of Education Officers
NAMACO	:	National Manpower Advisory Council
NAPH	:	National Association of Primary Heads
NASH	:	National Association of Secondary Heads
NC	:	National Certificate
NCHE	:	National Council for Higher Education
NCTM	:	National Council of Teachers of Mathematics
ND	:	National Diploma
NDTP	:	National Diagnostic Training Programme
NEC	:	National Employment Council
NEPC	:	National Economic Planning Commission
NGO	:	Non-Governmental Organisation
NLC	:	National Language Council
NLP	:	National Language Policy
NPA	:	National Programme of Action
NQA	:	National Qualifications Authority
NTC	:	National Training Council
NUST	:	National University for Science and Technology
OAU	:	Organisation of African Unity
OLP	:	Official Language Policy

PTC	:	Posts and Telecommunications
PTCEC	:	Part-Time Continuing Education Classes
PTL	:	Primary Teachers Lower
QUEST	:	Quality Education in Science Teaching
R & D	:	Research and Development
RDC	:	Rural District Council
RDLC	:	Research and Documentation Languages Centre
RME	:	Religious and Moral Education
SADC	:	Southern African Development Community
SDA	:	School Development Association
SDC	:	School Development Committee
SDF	:	Social Dimensions Fund
SEITT	:	Science Education In-Service Teacher Training
SIDA	:	Swedish International Development Agency
SIRDC	:	Scientific and Industrial Research Development Centre
STD	:	Sexually Transmitted Disease
T2	:	Teachers' Certificate Grade 2
T3	:	Teachers' Certificate Grade 3
T4	:	Teachers' Certificate Grade 4
TOR	:	Terms of Reference
TPC	:	Teaching Professions Council
TSC	:	Teaching Service Commission
TTC	:	Teacher Training College
TYMTDP	:	Three Year Medium Term Development Plan
UCE	:	United College of Education
UCLES	:	University of Cambridge Local Examinations Syndicate
UNAID	:	United Nations Aid Project
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNICEF	:	United Nations Children's Fund
UNISA	:	University of South Africa
UZ	:	University of Zimbabwe
VESOTOKA:		Venda Sotho Tonga and Kalanga
VOCTEC	:	Vocational and Technical Education and Training
VTC	:	Vocational Training Centre
VTET	:	Vocational and Technical Education and Training
VTL	:	Vocational Training Loan
WHO	:	World Health Organisation
YTC	:	Youth Training Centre

ZABEC	:	Zimbabwe Adult Basic Education Course
ZDECO	:	Zimbabwe Distance Education College
ZESA	:	Zimbabwe Electricity Supply Authority
ZIMDEF	:	Zimbabwe Manpower Development Fund
ZIMFEP	:	Zimbabwe Foundation for Education with Production
ZIMPREST	:	Zimbabwe Programme for Economic and Social Transformation
ZIM-SCI	:	Zimbabwe - Science Programme
ZIMSEC	:	Zimbabwe Schools Examination Council
ZIMSIGN	:	Zimbabwe Sign Language
ZIMTA	:	Zimbabwe Teachers Association
ZINTEC	:	Zimbabwe Integrated Teacher Education Course
ZISCO	:	Zimbabwe Iron and Steel Company
ZJC	:	Zimbabwe Junior Certificate
ZJER	:	Zimbabwe Journal of Educational Research
ZMO	:	Zimbabwe Mathematics Olympiad
ZNCC	:	Zimbabwe National Craft Certificate
ZNECEC	:	Zimbabwe Network for Early Childhood Education and Care
ZSL	:	Zimbabwe Sign Language

## FOREWORD

The advent of national Independence ushered in far-reaching reforms in education and training based on the development needs and goals of the new dispensation which included democratisation and expansion of the provision of education.

In January 1998, His Excellency, President R.G. Mugabe constituted a Commission of Inquiry into Education and Training in Zimbabwe to review the current education and training system in relation to present and future needs of the country.

The Commission expresses its profound gratitude to Zimbabweans from all walks of life for their constructive contributions at public hearings and for their great interest in the education of their children. In addition the Commission is grateful to the public and private sectors as well as various organisations, churches, Non Governmental Organisations, schools, colleges, universities, professional associations and various Government ministries for providing evidence.

### **Acknowledgements**

The Commission records its appreciation for the assistance rendered by both Ministers and officials of the two Ministries of Education, and the President's Office. Thanks also go to Members of Parliament and all other Ministries and departments.

In my capacity as Chairman, I wish to thank all the Commissioners sincerely for their hard work in producing this report.

Our thanks are also due to the Secretariat, typists and the two official drivers who served the Commission with good-will. They all worked long hours when the Commission was gathering evidence in rural areas and during the writing of the report.

Sincere thanks are due to our co-operating partners for their generous financial support for overseas study visits, workshops and commissioned studies.

It is appropriate to single out here some groups and organisations for their assistance:

Zimbabwe Government  
Members of Parliament  
Swedish Government  
Swedish Ministry of Education and Science  
Swedish International Development Agency  
Netherlands Government  
Netherlands Ministry of Education and Science  
French Government  
French Ministry of Education  
French Reunion Regional Officials  
World Bank  
British Council  
Mauritian Government  
Mauritius Ministry of Education and Human Resources Development  
Botswana Government  
Botswana Ministry of Education  
New Zealand Government  
New Zealand Ministry of Education  
Australian Government  
Australian Federal Ministry of Education  
Malaysian Government  
Malaysian Ministry of Education  
Republic of Korea  
Korean Ministry of Education  
Japanese Government  
Ministry of Education, Science and Culture  
Japanese International Cooperation Agency  
UNESCO (United Nations Education and Scientific Organisation)  
German Government  
Federal Ministry of Education, Science, Research and Technology  
The Lander, Ministry of Education, Science, Research and Technology  
German Agency for Technical Cooperation in Zimbabwe  
National Economic Council, Tyneeside, Newcastle  
Department For International Development (DFID), United Kingdom

## TERMS OF REFERENCE

HIS EXCELLENCY THE HONOURABLE ROBERT GABRIEL MUGABE, G.C.Z.M., President of Zimbabwe, and Commander-in-Chief of the Defence Forces of Zimbabwe, appointed a 12-member Commission of Inquiry into Education and Training under Statutory Instrument 7C of 1998. In Proclamation 3 of 1998, His Excellency charged the said Commission to inquire into and report to him upon Education and Training in Zimbabwe, and in particular, but without derogation from the generality of the foregoing, upon-

- 1.-
  - 1.1. the inherited education system as to relevance, quality and orientation in the rapidly-changing socio-economic environment;
  - 1.2. the basic principles and philosophy of Zimbabwe's educational and training needs and aspirations on the eve of the twenty-first century, and having regard to the challenges of a competitive global environment in the Information Age;
  - 1.3. the fundamental changes to the current curricula at all levels;
  - 1.4. the establishment of an appropriate framework for the organization and management of the education and training systems, with particular attention to their institutional capacity, and the administrative, financial and legislative requirements for the decentralisation of functions to local authorities and communities;
  - 1.5. the issues of gender and gender equity as regards access to education at all levels, and the formulation of appropriate remedial measures.
2. Further, you are to address more specifically the following issues-
  - 2.1. Provision of Education and Training
    - 2.1.1. review the philosophy, content and thrust of formal, adult and non-formal education with a view to equipping students for the high skill careers of the future;

- 2.1.2. identify specific areas in the education and training systems requiring reform on a short-term, medium-term or long-term basis;
- 2.1.3. recommend strategies that relate the education system to employment in the private and public sectors and that impart education for life and self-employment;
- 2.1.4. recommend strategies that ensure a bias towards the study of mathematics, science and technical subjects, including computer literacy from early stages of education;
- 2.1.5. recommend strategies that ensure that physical education and sport are offered in all educational institutions and that the subjects are vocationalized and broaden the base for employment creation;
- 2.1.6. make recommendations on relevant aspects of scientific and technological research and development and delineate their role in education and training;
- 2.1.7. examine issues related to cultural education and institutions and make appropriate recommendations;
- 2.1.8. study and recommend specific policy initiatives on indigenous languages with a view to their wider use generally and more specifically in the education and training systems in Zimbabwe;
- 2.1.9. examine, and make recommendations on the role of cultural education in the ethical and moral formation of Zimbabwe's youth;

- 2.1.10. recommend strategies that ensure that adequate health and environmental education is provided at all education and training institutions;
- 2.2. Organizational Capacity and Management:
- 2.2.1. review the organizational structure of the current education and training systems and suggest reforms of the same taking into account Government's policy to decentralise to local authorities;
  - 2.2.2. advise on strategies and methodologies that are time-framed and ensure the effective transfer of roles and responsibilities to local authorities and communities;
  - 2.2.3. recommend effective systems of organizational accountability that are responsive to a decentralised managerial process;
  - 2.2.4. advise on system-wide capacity building or enhancement and measures for capacity retention;
- 2.3. Financing the Education System:
- 2.3.1. review the system of financial resource allocation towards the provision of education and training and make recommendations as to improvements deemed appropriate;
  - 2.3.2. advise on the feasibility of establishing financial resource generation initiatives that involve greater participation by the private sector in the education and training system;
  - 2.3.3. review the present self-help system of financing of education by communities with a view to recommending improvements



2.3.4. recommend initiatives that encourage local communities, business, religious and professional organizations to build or upgrade their own local schools and other tertiary institutions in the spirit of self-reliance

making such recommendations in respect of all or any of the above-mentioned matters as you deem appropriate.

## EXECUTIVE SUMMARY

Zimbabwe stands at a special moment in its history. In 2001 the nation comes of age, celebrating 21 years of independence. That same moment in history will be the beginning of the Third Millennium.

This heralds a new dawn for education and training in Zimbabwe. It is time for review and change.

Great strides have been made in education since Independence. Educational access has increased significantly. Compared to 1980, there are now (1999) three times as many children in primary schools and twelve times as many in secondary schools. We now have 13 technical and vocational training colleges. About three thousand students graduate each year compared to three hundred who graduated in 1980.

These massive improvements have been made as a result of bold policies and substantial investments by the government and the nation. They have produced a firm base for the future. That future will be challenging. We have to develop our inner strengths, our technology, economy and our social systems so that we can build our nation and can be competitive in the global village of the 21st century. However it has become apparent that the current education system is not capable of facilitating the achievement of these aspirations.

In 1998, the State President, the Honourable R.G. Mugabe, established the Commission to review the entire education and training system at all levels.

The Commission conducted a nation-wide consultation. In addition, it commissioned studies by specialists to cover certain key areas of education and training. Workshops and roundtable discussions were conducted with industry and commerce, religious groups and other stakeholders. This process gave a comprehensive picture of the strengths and weaknesses of the current system. Strong recommendations were submitted on urgent changes to the system of Education and Training.

The Commission has analysed and discussed all views given and presents recommendations to the Government in this report. These recommendations are radical, perhaps contentious and in some cases, demanding

- radical, because of the complete revamping of the system, with an outcomes

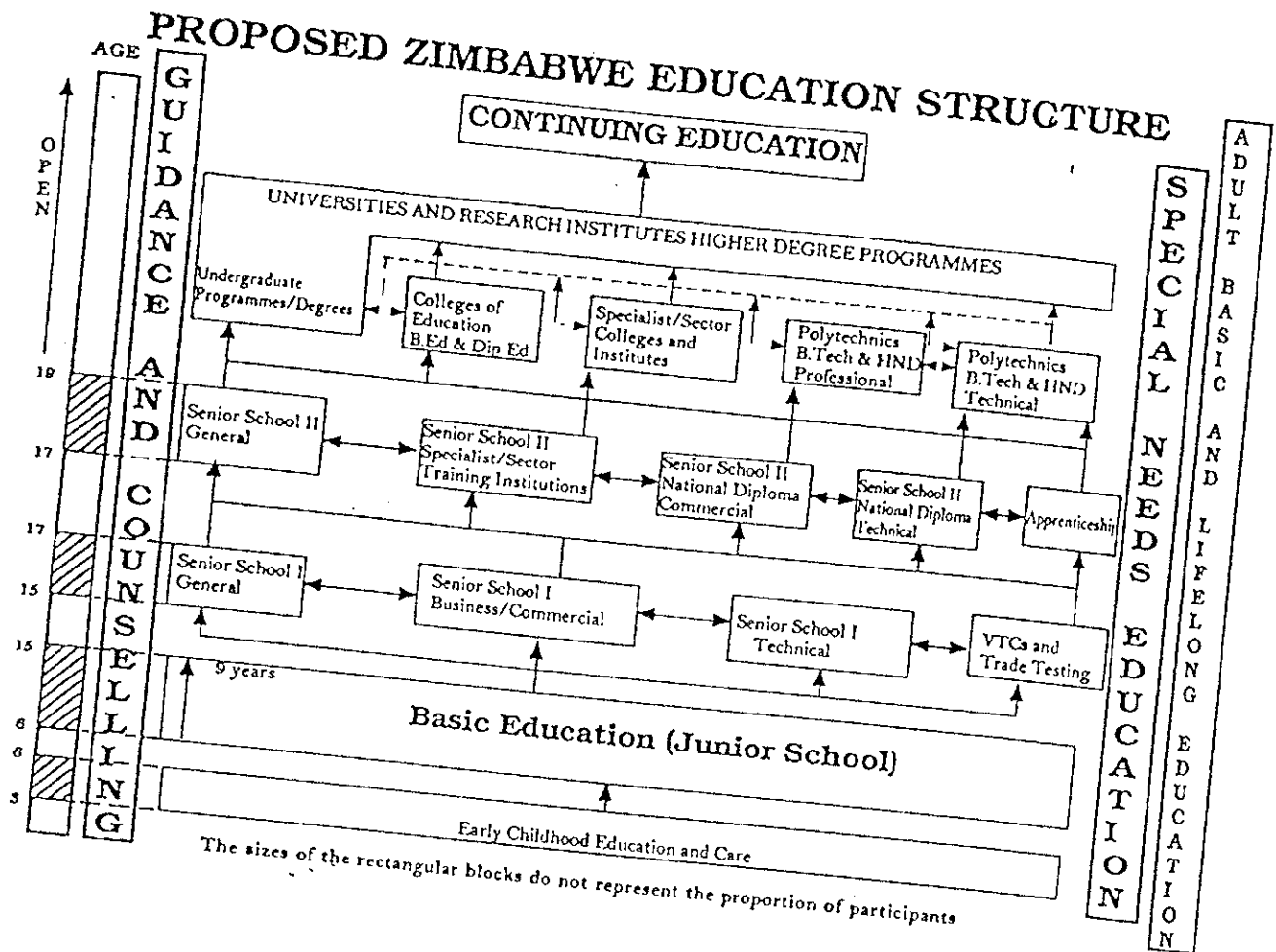
based approach.

- contentious, because of a proposed change in the education structure and the examination system.
- demanding, because there will be need for more resources and funding to deliver quality education that is relevant.

The central proposal is to overhaul the curriculum at all levels in order to make it relevant to the needs of the country and the individual learner. Among the major proposals are to:

- guarantee 9 years of Basic Education for every child and the encouragement to extend education beyond this
- provide access to education at all levels, from pre-school to tertiary and life-long education
- develop good citizenship and the philosophy of unhu/ubuntu
- promote the development of indigenous languages
- develop skills required to make the most of the information and communications technologies which is changing our lives and the way we do our work
- promote practical skills in primary school; the introduction of vocational education followed by vocational training in secondary school, leading on to a range of qualifications in different occupation areas: professional, academic, practical and technical
- provide guidance and counselling
- give special attention to marginalised groups such as the girl child, the disabled and children in especially difficult circumstances
- set up education structures which ensure good quality education and efficient management of resources

The proposed structure is shown in this diagram:



The Commission is aware that this report presents a challenge. It will take firm, inspiring leadership, dynamic management and the collective will of the people of Zimbabwe to make the most of this great opportunity.

## **SECTION A: BROAD ISSUES**

### **CHAPTER 1**

#### **BACKGROUND**

##### **INTRODUCTION**

- 1.1 The development of education and training in Zimbabwe has undergone many phases since the colonial era and after the attainment of national independence in 1980. During the various phases, significant policy measures were taken which reflected the socio-political ideologies of the period. The colonial era was characterised by policies of racial discrimination in education and society as well as glaring inequalities in the provision of education and training.
- 1.2 At Independence, the Zimbabwean Government embarked on a reform course designed to eliminate the imbalances and inequalities that existed during the colonial era in the education and training sector. This broad policy resulted in the institution of the democratisation of education and training policy in 1980 (examined in detail later). The democratisation policy ushered in expansive and extensive provision. The phenomenal expansion necessitated a comprehensive review of the current system of education and training by a Presidential Commission of Inquiry into Education and Training set up in January 1998.

##### **Historical Context : Colonial Era**

- 1.3 In order to understand the reforms that took place in Zimbabwe's education and training sector, a brief analysis of the development of education from the colonial era to the present is important. This helps us to understand why some current problems emanate from the inherited system. It is also useful to know how some measures that should have been taken a long time ago were deliberately ignored. The findings and recommendations of various commissions and committees are a case in point. Some pre-independence measures and policies were deliberately ignored. Some post-independence measures and policies were also taken but partially implemented such as the 1986 Structure and Content of General Education policy.

- 1.4 For almost a century, a dual system of education existed in Zimbabwe – one for Africans and the other for Europeans. The two systems derived from the then socio-political philosophy of racism and racial discrimination and separate establishments by the colonial regimes of the time. The practices were backed by the Land Apportionment Act of 1930. What is significant about this philosophy was that racial discrimination and segregation in education was legalised and rigorously enforced.
- 1.5 The discrimination applied not only to students but also to the curriculum, its content, scope, provision of infrastructure and financial resources. This educational apartheid facilitated the provision of a highly privileged and advanced education for European children geared to prepare young whites for economic, political and technological dominance and leadership. The political, economic and social philosophy was heavily fortified by the ruling society of the time. The European education system was compulsory for all white children, and had a balanced curriculum that prepared learners for the then real world of work. Such a scenario continued with much vigour until 1980.
- 1.6 In contrast to that “Super Education” was the inferior African education that was deliberately designed to produce poorly educated children who could be cheap labourers for the white employers and communities. African education was provided by Christian Churches for a long period with most financial and material resources supplied by missionary bodies and parents. The government of the day provided grants to statutory controlled numbers of pupils in the very few African schools. Enrolments in the church schools were also controlled by the state. The nature and scope of the curriculum for African schools was state-controlled ensuring that it did not produce learners who would compete with the white children on the job market. The long and short of it was that it was inferior in quality, unbalanced, non-compulsory, poorly financed and rigorously controlled to ensure limited access by the majority of African children.

## **From One Commission To Another**

- 1.7 From the late 1920s to the mid 1930s, the colonial governments set up commissions on European Education with little reference to African Education, namely the Frank Tate Commission (1929) and the Fox Commission (1935). However, during a period charged with African discontent and displeasure, the colonial government set up two commissions and a committee to look into African education: the Kerr Commission (1952), the Judges Commission (1963) and the Lewis-Taylor Committee (1974) on African Primary Education.

### **The Frank Tate Commission**

- 1.8 The colonial regime set up the Frank Tate Commission in 1929 to review the then European Education and not African Education. That Commission called for a compulsory “manual and practical” curriculum for white children, a policy that remained in practice in European schools until 1980.

### **The Fox Commission**

- 1.9 Six years after the Frank Tate Commission, the colonial government set up the Fox Commission, again charged with the task of reviewing the European Education. This Commission overly went out of its way and opposed mere academic secondary curriculum with less practical skills for European children and recommended a secondary school curriculum with more than one track of learning. The academic and practical tracks were strongly recommended by the Frank Commission. It is relevant to note here that African Education was not considered important. However, some missionary schools took parts of these recommendations and implemented them in the African Schools against the laws of the day. Below are short summaries of two important past commissions on education in Zimbabwe. The summaries relate to the current developments in education. The reports are not analysed in full.

### **The Kerr Commission**

- 1.10 The colonial policy of poor education for Africans remained part of the historical background of education in Zimbabwe. White

Rhodesians opposed even high quality education that Africans received in other parts of Africa and created measures to ensure that it was not recognised for employment purposes. The report noted with alarm “the restrictions in the pipe-line leading from primary school to higher level education for Africans...” by the Southern Rhodesia Government (p 5-6).

- 1.11 The Report gave an extremely lukewarm treatment to the question of whether African children should be given practical skills to enable them to be employed in government. It, however, noted the very few occupations and professional trades which Africans might take in government and called for them to be open to Africans but the authorities of the day refused.
- 1.12 Among other relevant issues, the Kerr Commission recognised the need for compulsory education in all areas for all the citizens and made recommendations to that effect. The Report also warned against decentralisation of education or even experimenting on the policy, citing the organisational nature of the country’s communities, capacity building and the levels of administrative know-how and experience as prohibitive to effective decentralisation.
- 1.13 The Commission’s recommendations were partially adopted and resulted in the establishment of the Unified African Teaching Service as part of the 1959 National Education Act, setting different curricula, and conditions of service.
- 1.14 Close to the current concern, the Kerr Report also noted graphically the lack of skills training thus :-

*There is no opportunity whatever for the African to be trained as a craftsman in any of the skilled trades through the time-honoured method of serving an apprenticeship to a master. An African lad who is desirous of learning a craft has to look for his training in some other direction ... barriers to African development exist, it is the task of Government to surmount or by-pass them ... (paragraph 168)*

- 1.15 This quotation demonstrates how the issue of skills education and training has been central to education reform in this country and yet subsequent authorities have been paying lip-service to it and provided



half-measures which never met national needs. However, the then Director of Education's first priority "five years of education for everybody", was a serious dilution of the recommendation of the Kerr Commission. He argued, "financial considerations left no alternatives and so the conclusion was that the system of African Education must go on expanding without including practical skills training."

The Report also examined the same current issues of

- the curriculum,
- quality and access to primary education,
- the role of the churches in providing African Education,
- the question of the relationship between churches and the state in providing education,
- the administration and development of a new education policy,
- the teaching profession,
- the question of vocational and trade skills in African schools curriculum.

Never were questions raised on the same issues relating to European Education.

### **The Judges Commission**

1.17 Ten years after the Kerr Commission published its report, the colonial government set up a Commission "to consider the present position of education ... in particular to examine and reassess ... relationship between State and Aided schools, ... allocation of resources ... of primary and post primary education, ... distribution of resources... to several varieties of primary and post primary education ... the distribution of responsibility and the work of government and industrial bodies" (1962:1).

1.18 In an attempt to meet the requirements of these broad terms of reference, the Judges Commission addressed many education issues which are pertinent to the assignment of the present Commission. Among the many issues it examined was the then persistent question of two systems of education at that time; the primary school aspects

and provision, including teaching and learning pedagogics; farm and industrial based schools; secondary education, vocational education and church schools; the link between upper-secondary education and continuing education, education for women and girls as well as the role and place of the central and local governments in the financing of education.

- 1.19 On access to education, the Judges Commission observed, for instance, that African Education on particularly the primary sector had grown seven-fold since 1952. In spite of the growth rate, the children on farms and in rural areas were the most marginalised. That Commission also recognised the existence of a deliberate bottleneck policy affecting African children only. Perhaps revolutionary at its time, that Commission recommended the provision of primary education for all up to seven years but did not require it to be compulsory.
- 1.20 The Judges Commission recommended a language policy which required English to be “compulsorily and idiomatically employed in the teaching of other subjects ...” (Rec. Chapter 6:7). This resulted in a policy that down-graded and marginalised indigenous languages. The Commission must be applauded for its vision in recommending “deliberately girl-biased chances” for education (Rec 19, Chapter 9.) It also recommended automatic promotion of all pupils at primary school level, a practice which is currently prevalent in the education system.
- 1.21 In dealing with some form of decentralisation and communication with local authorities of their time, the Judges Commission recommended the establishment of “Local Advisory Committees” to advise the then central government through regional offices in relation to prevocational training for employment and training facilities in their areas (Rec. 27 Chapter 10.) It is not clear whether the advisory committees were established. The Rhodesian Front government diluted the recommendations on vocational technical education for African schools into the F2 secondary school system. That regime developed highly financed and equipped comprehensive secondary schools for white children. The rise of the Allan Wilson High School type is the case in point.

1.22 The main purpose of this section is simply to capture some of the historical developments and problems which have continued to-date and yet had been addressed by previous Commissions, especially the Judges Commission. Those provisions were not implemented as recommended by the Commission. This resulted in an emphasis on academic education in African schools at the expense of practical skills.

### **The Lewis -Taylor Committee**

1.23 This Committee was set up by the Rhodesian Front regime to

- recommend a curriculum with supporting syllabuses in broad outline ... of African children in urban and rural primary schools ....
- recommend the basis on which primary school children should be selected for entry to secondary school

1.24 The Committee examined far reaching issues relating to African primary education. Of special concern to the current Commission's task were

- the scope, content and sequence of the primary school curriculum
- teacher education
- the supervisory system,
- teaching and learning materials
- Grade 7 examinations
- selection for secondary education
- the link between primary school-leaving stage and non-formal education

The current Commission examined the same and similar issues in the light of the present education system.

1.25 The Committee's recommendations on curriculum review were revolutionary at the time but were not implemented in the positive educational and professional spirit in which they were recommended.

It is our considered view that if they had been implemented in the spirit of their framers some of the current problems in the primary school education could have been minimised, if not eliminated.

- 1.26 The Committee's recommendation for the removal of oral and essay examinations in favour of multiple choice tests and the introduction of general "studies" rather than disciplines, encouraged some teachers to gloss over mastery of specific skills and detailed processes in language, numeracy and the humanities. This also resulted in the marginalisation of the teaching of local geography and history. The recommendation resulted in making English compulsory as a medium of instruction in all subjects. African languages were marginalised.
- 1.27 The Committee's recommendation that "Skills as part of general education rather than vocational training should be the prime objective" was also a departure from the Judges Commission which recommended strongly the introduction of practical and prevocational skills in primary school as was the practice before and during the decade of the fifties. The Committee, however, should be applauded for its emphasis on the need to develop "Basic skills and attitudes which are what should be developed and instilled in the primary school" (Paragraph 131).
- 1.28 In summary, the past Commissions and the Committee recommended some significant revisions in the systems of education and training which were not implemented by each of the past regimes. In each case the wisdom of those Commissioners sensed that their foresighted recommendations were not going to be implemented as there were other forces stronger than the education needs of the African Child. The Lewis Taylor Committee sums up this concern very well when it says,

*We are well aware that in respect of any report prepared by an independent body on behalf of a government – however acceptable the report may be in principle – only some of the recommendations may be immediately implementable and some for good reasons of which the recommenders were not cognisant, are not relevant or cannot be implemented (para.10, P.3).*

## 2 POST INDEPENDENCE EDUCATION

2.1 The attainment of political independence and nationhood on April 18 1980 ushered in a new socio-political order which emphasised a non-racial society. Racial discrimination in both law and practice was outlawed and education was declared a human right for all citizens. National and educational leaders embarked upon a revolutionary path to bring about innovations in education. Some innovations were not as good and relevant as they should have been. Also the changes in education did not take up the issue of education for the disabled which has been neglected for a long time.

### **New Policies**

- 2.2 The history of education reform since Independence in 1980 is very impressive. The new government took aggressive and positive steps to redress the inequalities that existed in the past. The education and training sector was democratised; access and provision of education became available to the majority of the school-going age children in the country. The new policy resulted in the provision of free primary school education which more than doubled, and secondary school education which quadrupled by 1986. Other new policies made education and training a citizen's right and barred the provision of education on racial grounds.
- 2.3 Unprecedented expansion of access and provision of education was obvious. For instance, in 1979, there were 2401 primary schools enrolling 81958 pupils learning in segregated schools, but ten years later primary schools had increased to 4 504, enrolling in excess of 2274 178 pupils. At secondary school level, there were 177 schools in 1979 with a student population of 66 215. Ten years later the secondary schools had increased to 1 502 with an enrolment of 695 882 students (Education Secretary Report 1980 – 1987).
- 2.4 Another new policy spelt out three aims of education for Zimbabwe. The aims emphasised that education should develop pupils who were masters in building a new culture derived from the best of our heritage and history and that the new curriculum for Zimbabwe was to underline initiative, self-reliance, innovation and creative qualities. The new education was to place greater emphasis on the

transformation of teacher education. Government was to assume a central role in the provision and financing of education (Mutumbuka and Chanakira, 1957).

- 2.5 The new policies resulted in phenomenal expansion of educational provision and access. The expansion put pressure human, financial and infrastructural resources as well as teaching and learning resources. The majority of the pupils who completed Form IV could not be absorbed in either senior high schools, teachers' colleges, the training sector institutions, or the labour market. The majority of the students did not have relevant practical training skills since the curriculum was mainly academic and theoretical. The projected school enrolments for the year 1990 and beyond, demonstrated that some positive action had to be taken urgently (see table).

### Primary

YEAR	G1	G2	G3	G4	G5	G6	G7	SPECIAL	TOTAL
1985	346335	326426	331028	347265	357937	304416	214121	600	2228128
1990	395000	351360	329828	307059	286887	275367	282513	1100	2229114

### Secondary

YEAR	FI	FII	FIII	FIV	FV	FVI	VIIU	SPECIAL	TOTAL
1985	153439	137943	101970	91723	4173	6000	3200	300	49874*
1990	248355	266766	272389	234765		8000	6440	800	1037576

*Source : MOESC – Structure and Content of General Education, 1986*

- 2.6 In an effort to redress the situation, the Government, through a memorandum of the Working Party of the Cabinet (Sept. 1985), requested the Ministry of Education “to prepare a more definitive paper on the training component of education.” That request resulted in the production of the Structure and Content of General Education, 1986, a reform of education policy proposal.
- 2.7 The reform proposal stipulated six significant reforms which could have minimised some of the current problems. The reform called for
- A continued provision of seven years primary education that would ensure 100% transition to two years secondary education with a curriculum that inculcated appreciation of scientific skills.

- Modification of Form I and Form II into offering general education with a compulsory technical component requiring each learner to do at least two technical subjects which are related to the economic developmental needs of the nation.
- The system and philosophy of secondary education to change after the Form Two to channelling
  - (i) applied education,
  - (ii) conventional education.
- The applied education components were to be administered by relevant sector ministries and not by the Ministry of Education;
- Professional bodies or ministries would set and mark examinations for all technical subjects offered at Forms II and IV levels.
- Post Form IV learners were to up-grade their skills at polytechnics and technical colleges for an appropriate period .

*(Source : Cabinet Working Party on Development, September, 1985, D/125/1C).*

- 2.8 The most that the Commission was able to determine about the implementation of the 1986 plan was the pilot stage in a few secondary schools throughout the country and that it was neither fully implemented nor evaluated despite the fact that the proposed reform was relevant in many respects to the economic development of the country. The philosophy of alternative pathways was noble and should have been given greater support than it really received when projected Form I enrolment for 1990 was over 248 355 students. The inability to equip the secondary schools could have been responsible for non-implementation of the reform. It is cause for concern that a plan like this one was not implemented in our system of education.
- 2.9 One of the programmes was the Zimbabwe Integrated Teacher Education Course (ZINTEC) which was launched in 1981 to train

primary school teachers. At its peak it had the capacity to produce 3 000 teachers annually. The programme was so successful that it became a model in the SADC region.

- 2.10 A deliberate effort by Government to address the shortage of technicians necessitated the building of a technical college in each province to add to the two polytechnics. New disciplines were introduced in these colleges to address the emerging needs. Two vocational training centres were established in Harare and Bulawayo. Their enrolments increased on average by 30 percent between 1980 and 1990.
- 2.11 The enrolment at the University of Zimbabwe increased from 1 941 in 1979 to over 7 000 in 1989 and the university was failing to cope with the numbers of qualifying students.

Remarkable advancements have been made in providing education and training and phenomenal changes have been registered at all levels since independence. However, the Economic Structural Adjustment Programme, competing demands for the country's resources, declining budgetary allocations and increased demands on the system had adverse effects on education

- 2.13 The ever-increasing demand for education has outstripped the Government's capacity to provide adequate resources. Teaching and learning materials are inadequate. In many schools infrastructure has deteriorated.
- 2.14 Qualified teachers shun poorly equipped schools, particularly those in rural settings. This has resulted in differential standards of education whereby well resourced schools offer elitist education while marginalised schools lag behind.
- 2.15 More than 300 000 school leavers join the job market every year. The majority of these school leavers do not get jobs, demonstrating the mismatch between the labour market and the education system. There is a high dropout rate in the education system which has been compounded by a high failure rate.



- 2.16 Both parents and children no longer see any tangible gains from education. In these circumstances, the girl child suffers most. School leavers need to be equipped with entrepreneurial and survival skills in order to face the challenges of the ever changing needs of the labour market in a developing country.
- 2.17 Despite the fact that the Government recognises the importance of pre-school education, progress has been very slow in the development of this area. Inequity in the provision of educational opportunities is apparent at pre-school level. The majority of pre-schooling is in the urban areas where it is providers charge exorbitant fees.
- 2.18 The Commission is of the view that the down-sizing and decentralisation exercises were rather rushed into without careful determination of which units, personnel and services are core components to the effective management of education in a competitive global world. It appears that this has resulted in the loss of some capable and experienced officers who could have been deployed to the districts to ensure efficient and effective management of the education reform.
- 2.19 The Commission considers that the current provision of sector training by various ministries needs to be reviewed in terms of curriculum coordination and accreditation. Elsewhere in this report this issue is examined in greater detail.

### **3 CHALLENGES**

- 3.1 No doubt extensive studies have been made in the education and training system in Zimbabwe since Independence. But the emergence of a highly competitive and integrated global economy and the rapid technological and social changes which have brought about diversity and complexity of the labour market, pose challenges for this sector in the twenty-first century.
- 3.2 The major problem and challenge for the third millennium in Zimbabwe is finding resources to bring about qualitative reforms in education and sustaining the present levels of access while addressing the 15% which does not have access to education. There is an acute shortage of basic text-books, infrastructure and essential facilities like

libraries and laboratories, especially in marginalised areas, making those areas unattractive for trained teachers.

- 3.3 The low completion rate of girls, especially at higher levels, is worrying.
- 3.4 The slow progress in the development of pre-school education owing to the absence of a comprehensive national policy remains another challenge. This report addresses these issues in greater detail.
- 3.5 The nation is further challenged by the inability of the system to produce graduates whose skills are relevant to the field of work. There are more complex skills emerging in information technology which call for reforms in the curriculum to enable the education system to produce highly skilled cadres who can survive in the twenty-first century.
- 3.6 The nation faces a greater need to reform and restructure education and training so that it is competitive enough to meet the challenges of the third millennium. This report puts forward proposals for consideration.

#### **4 TERMS OF REFERENCE AND INTERPRETATION**

- 4.1 His Excellency, the President of Zimbabwe, established the Commission of Inquiry into Education and Training to inquire into and report upon:
  1. *the inherited education system as to relevance, quality and orientation in the rapidly changing socio-economic environment;*
  2. *the basic principles and philosophy of Zimbabwe's education and training needs and aspirations on the eve of the twenty-first century, and having regard to the challenges of a competitive global environment in the Information Age;*
  3. *the fundamental changes to the current curricula at all levels;*

4. *the establishment of an appropriate framework for the organisation and management of the education and training systems, with particular attention to their institutional capacity, and the administrative, financial and legislative requirements for the decentralisation of functions to local authorities and communities;*
5. *the issues of gender and gender equity as regards to education at all levels and the formulation of appropriate remedial measures.*
6. The Commission was charged to further address the following relevant issues in specific detail.
  - *Provision of education and training*
  - *Organisational capacity and management, taking into account Government's policy to decentralise to local authorities and Communities*
  - *Financing the education system*

### **Interpretation**

4.2 Shortly after swearing in, the Commission held meetings to study the Terms of Reference. The Commission noted that the Terms of Reference included both broad and specific issues which required specific attention.

4.3 The broad areas of the Terms of Reference include :

- The assessment of the inherited and existing education and training system, its relevance or otherwise to the challenges of the 21<sup>st</sup> century and the socio-economic development of the country in capacity building, employment and overall human resources development.
- The provision of education and training at all levels, including the disadvantaged, the marginalised and those in remote rural areas, considering the critical concerns of access, relevance and quality.

- The organisational capacity and management of education and training in the context of the policy of decentralisation of functions to local authorities and communities. These include the state, district councils, churches, trusts, boards, industries, farms, mines and communities in which schools and other institutions are located. The Commission viewed this area to be important especially in determining ideal and practical policies on partnership among these stakeholders and players
- Financing the education and training system by determining
- how financial resources could be allocated
- how possible financial resource initiatives can be identified
- who could be effective players in education and training
- the role the private sector, local communities, churches, professional institutions and organisations could play in the provision of education and training

4.4 In examining these important Terms of Reference, the Commission also agreed to examine in depth the critical priorities for the nation's education and training systems, namely

- The need for a comprehensive policy framework for the whole sector
- The question of sustained access to education and training at all levels and in all areas, particularly the rural areas, farms, mines and resettlement communities
- The relevance of the current structure, curriculum and content for national development in the twenty-first century
- Quality assurance
- Gender equity and girl child education
- Education and training for the disabled
- Skills shortage and limited infrastructure
- Teacher training, professionalism, retention, and equitable distribution
- The critical issue of unemployed school leavers

- Information and communication technologies for the whole nation
  - The need for a definitive partnership policy with all stakeholders and players in education and training for the Third Millennium
- 4.5 The Commission aimed its inquiry at all the levels of education and training which included early childhood education and care, primary education, secondary education, vocational and technical education, and tertiary education. The Commission also examined educational requirements for the twenty-first century in terms of its structure and curriculum. It also examined the need for a new philosophy of education and training, the nature and relevance of tertiary education to Zimbabwe's economic development needs. Further, the Commission inquired into the question of funding tertiary education.

### **Inquiry Procedures**

- 4.6 In carrying out the inquiry, the Commission employed a variety of methods and procedures to gather and process information relevant to the terms of reference. The Commission approached all stakeholders. The following procedures were carried out
- Publicising the programme of the Commission through print and electronic media
  - Collection and study of relevant Government documents and statutes
  - Plenary sessions throughout the country
  - Analysing locally published researches and other written submissions from people of all walks of life
  - Holding public hearings in towns, industries and a wide variety of fora
  - Conducting workshops on definitive issues in collaboration with other interested parties
  - Studying identified foreign systems of education and training by the Commission
  - Establishing working parties that dealt with specific tasks
  - Commissioning researches and studies locally by individuals in collaboration with some non-governmental organisations
  - Attending relevant conferences, seminars, symposia and workshops held by other organisations

- Commissioning local and international experts to carry out specific studies

## 5 STRUCTURE OF THE REPORT

- 5.1 When inquiring into the broad and specific issues referred to above, the Commission examined

### **Challenges and Philosophy**

- The relevance of the inherited system to the challenges of the twenty-first century
- Organisation and management of education
- The structure and curriculum of education
- The need for a comprehensive national policy of education

### **Broad Issues**

- 5.2 The broad issues which the report deals with are

- Decentralisation
- Unhu/ubuntu philosophy
- Gender equity and gender issues
- Financing education and training
- Education for the disabled and children in especially difficult circumstances

- 5.3 The report further deals with specific issues relating to

- Vocational/technical education
- The teaching profession
- Research and development
- The teaching of science, mathematics, health and environmental education
- Tertiary education

## **Professional Training and Tertiary Education**

- Teaching Profession
- Higher Education
- Accreditation, Evaluation and Quality Assurance.
- Role of Research and Development
- Basic and Lifelong Education

## **Education for the Twenty-First Century**

- 5.4 Zimbabwe will soon enter the third millennium which is dominated by economic competitiveness and information and communication technologies. These forces challenge the nation to revamp its curriculum, provide all schools with electricity and the relevant technological equipment to enable students to develop the skills that are essential for a technological age. The report deals with these issues in greater detail. It also calls for a new philosophy of education for Zimbabwe.

## **Pre-School Education**

- 5.5 The issue of Early Childhood Education and Care (ECEC) is dealt with in greater detail in Chapter 13. The report puts forward a number of strategies that can be adopted to ensure the provision of ECEC and its accessibility to the majority of children in rural and farming communities. While the Report notes that there are some successes made so far in this area, it points to the need for an overall national policy on ECEC provision, teacher training and funding the section.

## **Primary Education**

- 5.6 The success in the provision of primary education has been remarkable for the past twenty years and the country should be commended for it. Currently, Government recommends that seven years of primary education be compulsory. The nation needs to review this policy upwards. This report proposes a new basic education level for Zimbabwe. The curriculum needs review to give science and teaching of skills a central role.

## **Secondary Education**

- 5.7 The current secondary education is academically good. It takes care of all students during the first four years and allows about 25% to proceed the senior secondary school. Some skills subjects are taken during the first four years. They are very few skills subjects offered at Lower and Upper sixth Levels.
- 5.8 It is the concern of the nation that this system does not cater for the majority of the students and neither does it prepare them for the skills needed in the world of work. People wondered what was the use of an 'O' level or 'A' level certificate if they did not prepare them for work.. This report proposes strategies considered useful in reviewing the current secondary school structure and curriculum. For instance, Mathematics, Science and Technology. The outcomes based approach is what Zimbabwe needs now at both primary and secondary education levels as it helps learners to determine their potential at each level of education. There is a need to consider a pathways approach to providing secondary

## **6 SUMMARY**

- 6.1 This report handles all the issues given above in greater detail and proposes a way forward. A clear implementation strategy needs to be drawn up with its activities time-framed. For instance, the development of all primary schools into nine-year basic education should start early while local communities develop the infrastructure and supply equipment to their schools. This would prepare pupils for a smooth transfer into the senior school pathways. It would also be urgent to set up a national education policy-making council which would study the report and prioritise the reforms. The Commission proposes the establishment of an autonomous implementation committee to oversee the implementation of its recommendations. The Commission hopes that the report will be valuable in reforming our education and training system, making it relevant to the challenges of the third millennium.



## CHAPTER 2

### EDUCATION FOR THE TWENTY FIRST CENTURY

#### INTRODUCTION

Term of Reference 1.2 requires the Commission to collect evidence and make recommendations on *“the basic principles and philosophy of Zimbabwe’s educational and training needs and aspirations on the eve of the twenty-first century, and having regard to the challenges of a competitive global environment in the information age.”*

- 1.1 The twenty-first century education and training policy makers should bear in mind that the future will be dominated by globalisation and that Zimbabwe will be part of a global community. To become full citizens in the global village, to understand and appreciate its challenges, we must learn to live together by developing an understanding of others – their cultures, traditions, history, spiritual values, and as the International Commission on Education for the Twenty-first century says: “on this basis, creating a new spirit which would induce people to implement common projects ..... manage the inevitable conflicts in an intelligent and peaceful way.....”
- 1.2 Therefore, we must prepare well for the world society that we, and especially our children, are going to live in. These are some of the issues that need to be addressed by the education and training system as we approach the twenty-first century. To achieve this, we need a new paradigm of thought and new reform strategies for the education and training system so that the learners can be empowered to face the challenges of the next century.

#### 2 FINDINGS

At public hearings the people identified two basic principles of our education system

- free education
- universalisation of education

## 2.2 Free Education

On free education opinion was unanimous that this policy is not sustainable at a time when the country's financial base has been eroded because of Government expenditure on providing the requisite infrastructure for education.

The public said that free education, while desirable, has resulted in the debasing of the coin of education as pupils have had to share textbooks – sometimes one textbook among ten pupils.

They argued that in rural areas parents pay building fund and are often required to provide labour and bricks for new classrooms, and that, in any case, their contribution to education has not been taken into account by Government.

## 2.3 Universalisation of Education

Respondents said that this is not attainable given the fact that the current vote for education is stretched to the limit. They claimed that approximately 85% of primary school age children have access to education and that the majority of the 15% who do not attend school are girls. They saw a need to address the drop-out rate of girls at every level of the education system. The disabled have had limited access to education. This is cause for concern which needs urgent attention.

Nonetheless, Government was congratulated on increasing access to education soon after independence especially for the socially and economically disadvantaged members of our society soon after independence.

The Commission noted that there was a phenomenal increase in the number of children of school-going age accessing education. The Report of the Secretary, Ministry of Education Sport and Culture, 1979 – 1989, gave the following statistics.

### Total Enrolments

Year	Pri Sch	Sec Sch	Non Formal Edn	Polytechnic
1979	819 586	66 215	6 347	4 065
1989	2 268 961	695 612	4 065	24 350

*Source : Ministry of Education, Sport and Culture*

### The report comments

“These are phenomenal increases within a short time and have had serious implications for the provision of infrastructure and of human and material resources. However, the expansion was inevitable – and almost certainly desirable – given the new government policies at primary and secondary level”

- 2.4 On free education widespread support was expressed for cost-sharing, at say dollar for dollar, for the infrastructure and teaching and learning materials.

With regard to universalisation of education, they suggested that although this principle is acceptable, there is a need to

- relate this to an agreed school leaving certificate or school exit age
- improve the performance of the economy because of the huge outlay of capital which will be required to implement universal education

- 2.5 Although there were few comments at oral hearings, the workshops and conferences that were held highlighted the concerns of the nation regarding the lack of a philosophy of education on the eve of the Third Millennium.

- 2.6 Some respondents claimed that the country does not have a clearly articulated philosophy of education, and that, consequently, there is no clear vision to assist the nation to formulate targets for educational excellence.

- 2.7 They said that the country needs a philosophy of education which is Zimbabwean, which is rooted in *Unhu/Ubuntu* (humanness) in order to speak to the hearts, minds and emotions of Zimbabweans. In brief, we

need an education philosophy which links the present and the past and serves as a beacon for the future.

- 2.8 At several workshops respondents bemoaned the lack of facilities in schools for information and communication technologies in the era of information society. They attributed this to the absence of a Zimbabwean philosophy of education and training.

Some stakeholders said that the absence of a philosophy for education impacts negatively on the education system, especially on research in education. They believe that the time has come for the research psychologist, the sociologist, and the educator, to provide through co-ordinated research the materials derived from our own culture for systematic courses on child and adolescent psychology that are an essential part of teacher training.

- 2.9 At some universities Commissioners' attention was drawn to the need to produce Zimbabweans who value life and distance themselves from the growing support for cloning. As one respondent put it: "our education must not produce technological robots but Zimbabweans with sound morals."
- 2.10 That education should be based on the peoples' belief in *Unhu/Ubuntu*, starting at pre-school level and incorporating diverse cultures for national identity.

That the new Zimbabwean philosophy should be embedded in *Unhu/Ubuntu* which has withstood the corrosion of time and the tempests of history. *Unhu/Ubuntu* should be the energising spirit in education, the family, in nation building and in international relations.

- 2.11 That the new philosophy should focus on a holistic education which
- incorporates diverse cultures because we are a multi-cultural society
  - fosters a holistic education for survival; that is, head, heart, hand and health to produce a balanced citizen
  - encourages the transmission of selected values with special consideration to what comes through information and communication technologies

- inculcates values like, hard work, respect for others, honesty, good morals and patriotism
- prepares learners to be adaptable, self-reliant, creative and self-directed
- affirms that education is a right for all in accordance with the 1990 Jomtien commitment
- is an empowering tool for competitiveness in a global environment in the information and globalisation age
- is people-centred, promoting the family and is based on a cultural foundation and with a community based approach
- gives serious consideration to the mother tongue for use as medium of instruction in our schools, on the grounds that it is the vehicle for culture and transmits people's experiences gathered over many centuries

2.11 In the search for a National Philosophy and Goals for education, the Commission perused the following policy documents

- Vision 2020 states "The vision of a country is what its citizens want their country to be in future and it is, therefore, based on national aspirations....."

This document, which is a development framework, does not contain a clear philosophy of education. The document has neither been distributed extensively nor analysed at workshops to assist in the formulation of a national philosophy of education.

- The Zimbabwe Programme for Economic and Social Transformation ZIMPREST (1996 – 2000) deals with strategies and policies for development. As education underpins economic development, one would expect to find a philosophy of education here. However, no philosophy of education is stated in the paragraph on education.
- The Three Year Medium Term Development Plan (TYMTDP) 1998 – 2000 which is more focused than the others is not available to the public six months before the year 2000. In any case, it does not have an explicit philosophy of education.

### 3. COMMENTS

3.1 The Commission concurs with the view that there is a need for an unambiguous national philosophy on education and training, for timely implementation in a competitive environment.

3.2 The Commission believes that information and communication technologies should be taught at all levels of our education, beginning at Year 1 of basic education, as this is the surest way for Zimbabwe to be in the vanguard of the information era. It is pleasing to note that the World Bank has initiated a programme to computerise selected schools in all provinces.

3.3 The Commission is disquieted by the non-implementation of the proposed Government policy initiatives (ZIMPREST and TYMTDP) which are designed to usher us into the Third Millennium, and agrees with the findings of the Capacity Study of the Ministry of Education, Sport and Culture which states :-

“They (Policy documents) are poorly co-ordinated. ZIMPREST for example was published in February 1998. The draft Three Year Medium Term Development Plan is dated one month after ZIMPREST but makes no reference whatsoever to it. Each document contains its own different version of goals and priorities for education in the period ahead of 2000.”

3.4 The Commission believes that basic education should be enforced so that every one is able to benefit from educational opportunities designed to meet his/her basic learning needs which is also the vision of the Jomtien Conference. In public discussions Commissioners were deeply impressed by the support for policies of increasing access to education for everyone.

3.5 The Commission agrees that the education philosophy should be based on *Unhu/Ubuntu* which implies a good person morally with such values as honesty, trustworthiness, discipline, accountability, respect for other people and elders, harmony and hospitality. These values stand the light of truth. Moral values are essential to stem the tide of immorality which threatens to destroy the fabric of society

- 3.6 The Commission supports the view that education should foster a vibrant and dynamic culture which upholds progressive traditional family values, ethics and morals with which the society can identify.
- 3.7 The views that education should be holistic for survival, inculcating such values as patriotism, hard work, entrepreneurship, good ethics and honesty were welcomed by the Commission.
- 3.8 Since in the Third Millennium there will be no jobs for life, training in enterprenuership will be necessary for all.
- 3.9 The Commission endorses the view that education should equip the learner with knowledge and skills to respond to life's challenges appropriately and adjust to social and cultural changes.
- 3.10 Education should make the learner adaptable and aware that he/she can be a vehicle for change.
- 3.11 The Commission concurs with the view that education should be based on a solid cultural foundation using the language which the people understand best for its transmission. Research has shown that students are quicker to learn and read and acquire other academic skills when first taught in their mother tongue. It is also true that no country has made remarkable technological achievements while depending exclusively on the use of a foreign language.
- 3.12 Education should foster a desire to learn and create a learning society.
- 3.13 Education should be flexible by giving the learner choice from a given curriculum.
- 3.14 The Commission agrees with the educators who said that a national education philosophy should provide a national vision to enable learners to see beyond the present, to implant a new target and ensure the commitment of all to the national vision.
- 3.15 The Commission congratulates Government on the major steps it has taken towards providing universal access to education. However, it is not convinced that universalisation of education is the sole responsibility of Government. The nation and Government must

agree on how many years of schooling constitute universal education and then embark on a cost-sharing exercise to achieve it.

3.16 The Commission's conclusions are based on the principle of education for all. We see a need to say what we mean by education for all in terms of years of schooling, curriculum entitlement and other criteria, in order to approach this issue in a systematic manner.

3.17 The Commission believes that education for all will require the provision of teaching and learning materials which will have to be carefully selected, readily accessible, and effectively managed.

#### 4. **CHALLENGES**

The world is now virtually a global community, and globalisation should be taken into account in designing a national survival and development strategy to meet the challenges of the next century.

##### **Rural Development**

4.1 A very serious challenge facing the nation on the eve of the Third Millennium is that of raising the standard of living of rural communities. They are exposed to the vagaries of the weather and under-development.

4.2 Although rural development was not discussed in depth at our hearings, the Commission believes that in order to uplift the lives of the rural people and to increase crop production, it is necessary to focus on education for rural development.

4.3 Rural communities must be empowered through adult literacy and extension services to be self-sufficient and be assisted to live above the subsistence level. This calls for education for rural development by creating facilities for extension officers to train a cadre of "student farmers" to operate as assistant extension officers in charge of a cluster of families. Student farmers could attend short courses or attachments on selected farms.



- 4.4 The Commission sees a need initially for mid-level technicians to service cottage industries and propel industrial development at growth points. Rural communities need to walk tall and take pride in their own development.
- 4.5 The Commission believes that consideration should be given to the implementation of a student farmer scheme to assist rural families to improve agricultural production through a focused advisory and supervisory service.

### **Unemployment**

- 4.6 The Commission was informed that there are approximately 300 000 drop-outs and school leavers who join job-seekers annually, while the job market creates about 10 000 jobs per annum. So unemployment is a serious challenge to the country on the eve of the 21<sup>st</sup> Century. Respondents further suggested that the nation must either create jobs or assist school-leavers to create employment opportunities for themselves.
- 4.7 The Commission believes that finance houses are unlikely to finance unsecured credit. In view of this the Commission is of the opinion that group liability schemes are likely to appeal to financial institutions as a substitute for collateral.
- 4.8 Alternatively, Government could set up a revolving fund to provide start-up capital for youth groups to enter the micro business section if they have viable business plans, and entrepreneurial skills.
- 4.9 The Commission is of the view that consideration should be given to the establishment of group liability schemes for school-leavers to enable them to participate in the micro business sector.
- 4.10 That group liability schemes should be funded on the basis of the projected cash flow of the group.

### **Education Planners and Designers**

- 4.11 Education planners need to plan and manage educational reforms to accommodate a fast changing world using concerted and negotiating strategies.
- 4.12 The education system will face the challenges of sourcing adequate human, material and financial resources to implement the reforms.
- 4.13 In addition they also will be required to plan for the provision of resources for all including the disabled.
- 4.14 Curriculum designers will face the challenge of designing a curriculum which is holistic and relevant to the needs of Zimbabwe.

### **Challenge for teacher education**

- 4.15 The quality of the teaching force is of the utmost importance in the delivery of education. The challenge to teacher education is
- To design programmes which transform the role of the teachers from providers of information to facilitators who guide students “on how to learn, how to think critically and how to develop autonomy;” (respondent) and to ensure that teachers are better informed, more highly skilled in a wider range of areas, more knowledgeable about technology and more innovative in the integration of appropriate technologies into their educational delivery
  - The challenge at the professional level is to produce teachers who have a close rapport with their pupils, have skills and correct work ethics, are creative, open-minded, professionally sound and dedicated to life-long education, are adaptable, have initiative, and use learner-centred approaches
- 4.18 Colleges must produce professionals who
- Create a learning environment for the students in the new learning culture
  - participate in action research on curriculum and pedagogy

- are capable of using computer-based programmes in the classroom
- are suitable role- models
- enhance quality education and strengthen school management and supervision and train managers who can translate and help the implementation of Government policies effectively

### **The Challenges To Schools**

- 4.19 Our proposals, if implemented, envisage that schools will assume greater responsibility for the curriculum and for closer working relationships with the community and enable the community to access the school.
- 4.20 The community is a reservoir, containing many educational resources which the school can tap. For example, the community has a wealth of knowledge on customs and culture to be utilized to widen the social and cultural horizons of the students.
- 4.21 Heads of schools should have skills of co-operation and persuasion in dealing with communities who will be providers of education in a decentralised education system.
- 4.22 The Ministry or Minister is no longer the provider of education, although the Ministry's mission statement says:
- “To provide such quality and relevant primary and secondary education to all children and individuals ---- to provide institutions and facilities that promote and preserve national identity and cultural heritage.”
- 4.23 Under decentralisation the Ministry will not be in the driving seat. Stakeholders will call the shots. Headmasters will be managers. But the new managers must be flexible and nimble.
- 4.24 The school must be open to the involvement of parents as they exercise their choice, as far as possible, in determining the most suitable type of education for their own children.

- 4.25 Teaching must be individualised as children are not equally gifted. There will be a need for counselling and remediation and informative forms of assessment in order to identify individual talents.
- 4.26 The school “should impart the desire for and pleasure in learning, the ability to learn, and intellectual curiosity.”
- 4.27 The schools must raise the level of literacy. The Commission was informed that there are children in Form 4 who cannot read or write. We need an out-comes based education to assist heads to identify children’s problems and levels of achievement at an early stage.
- 4.28 Provision of adequate financial, human and material resources is a formidable challenge. The Commission saw one school with an enrolment of (11) eleven pupils under three teachers and another school with a full range of classes – Grades 1 to 7 meeting in a house. These schools – and there are many more like them – are deficient in the basics for a good quality education.
- 4.29 Schools must be equipped to handle the information explosion, and the head must be able to assist teachers to bring modern technology into the classroom through computer-based teaching programmes. The schools must take advantage of the introduction of information technology into education to make education accessible at any time through the internet.

## **5 RECOMMENDATIONS**

The Commission recommends

- 5.1 A nine-year compulsory basic education cycle in order to increase access to education for all.
- 5.2 A restructuring of the school system beyond basic education to provide for pathways to new education experiences, as detailed in the Chapter on Curriculum.
- 5.3 In the light of the comments on pages 25 to 27, the Commission recommends the following approach to the philosophy of education, in consultation with all stakeholders.

- 5.4 The philosophy should, among other things, spell out the type of person that the education system should produce in order to promote a successful nation.
- 5.5 The Commission recommends that the following be the characteristics of the product of such a system
- a person who is honest and accountable to society
  - a person who has morality and ability to learn from the philosophy of *Unhu/Ubuntu*.
  - a person imbued with ideals of freedom, equality and tolerance and social responsibility
  - a person who has skills of communication, negotiation and ability to resolve conflicts peacefully
  - a person who is creative, innovative, self motivated and personally accountable
  - a person who cherishes and upholds a team spirit
  - a person who respects other people
  - a person who has self-respect and respects property
  - a person with respect for knowledge and appreciation of all cultures of Zimbabwe
  - a person with a good work ethic and who strives to work hard for his own good and for the good of the family and the country
  - in this information age the products of our schools should have skills to gather, sift, analyse and make critical judgement

## CHAPTER 3

### PROVISION OF EDUCATION AND TRAINING

#### INTRODUCTION

1.1 This chapter shall address those terms of reference (TOR) that refer to the overall provision of education and training, viz;

- *Review the --- content and thrust of formal, adult and non-formal education with a view to equipping students for the high skill careers of the future (TOR 2.1.1)*
- *Identify specific areas in the education and training systems requiring reform on a short-term, medium-term or long-term basis (TOR 2.1.2)*
- *Recommend strategies that relate the education system to employment in the private and public sectors and that impart education for life and self-employment (TOR 2.1.3)*

1.2 The liberation war had brought the education system, especially in rural areas, to a virtual standstill. There were few schools in operation and infrastructure had been reduced to a minimum. There was, therefore, a high population of the school age youth who had lost the chance to go to school. Provision of and access to education for these youths became a great challenge for the new government.

The education policies of the new government were aimed at decolonising the old system, abolishing restrictive racial and educational structures and improving access to education. The policies were based on socialist principles and were designed to transform society.

The Manpower Development Strategy of 1982 attempted to address the quality and relevance of education and training with emphasis on the development of science and technology. It made a deliberate

effort to train Zimbabweans in management and entrepreneurial skills that would promote self-reliance and self-employment.

- 1.3 Zimbabwe's education system had massive achievements to its credit in the period since 1980, particularly in terms of quantitative development. In that year primary school enrolment was about 1.24m pupils in 3 161 schools : by 1997 this had grown to 2.5m pupils in 4 670 primary schools, an enrolment increase of 102%. Secondary school enrolment, 74 000 pupils in 177 schools at Independence, now stands at over 800 000 pupils in 1 530 schools, an enrolment increase of 981%. Teachers' colleges which had an enrolment of 2 829 in 8 colleges in 1980 now boasts an enrolment of over 19 000 students in 15 colleges, while the technical colleges and vocational training centres' enrolment (excluding private and specialist sector colleges) 3 082 students in 2 colleges at Independence, now stands at 18 000 students in 11 colleges.  
  
The Universities' enrolment (excluding Distance Education) which was 2 240 students in one university, now stands at over 11 400 students in 5 universities. (Summaries of statistics from both Ministries of Education, 1998).
- 1.4 Expansion of the primary system took on a number of forms. These included the rebuilding of schools destroyed during the liberation war; building new schools in new resettlement areas; introducing more streams in existing schools to cope with increasing numbers of pupils in the light of the government's declaration of free education in primary schools; the mushrooming of new private schools largely initiated by white parents who wanted to remove their children from former government whites only schools which had now become multiracial; a more intensive utilisation of existing teaching resources; and the introduction of double-sessioning or 'hot- seating'.
- 1.5 Before independence, only about 50% of primary school pupils were absorbed in the few secondary schools that were available for Africans although education for European, Asian and Coloured children was compulsory up to the age of fifteen or sixteen (thus

ensuring an almost 100% transition from primary to secondary school). For Africans, the policy was that only 12.5% of children had access to academic secondary education, 37.5% to vocational secondary schools. The remaining 50% were not catered for in post primary formal education. In practice, even fewer African primary school leavers (about 20% of the total) found places in either academic or vocational secondary schools.

- 1.6 Expansion in secondary schools was achieved in a variety of ways. These included rebuilding schools destroyed during the war and building of new schools in new resettlement areas by both local councils and government. The aim was to build at least one government secondary school in each of Zimbabwe's administrative districts. "Upper Tops" were started at selected primary schools intended to house secondary school classes on a temporary basis; introducing more streams in existing schools; utilising existing space more intensively through double sessioning or 'hot-seating' and the mushrooming of new private schools largely initiated by white parents after the demise of the community school concept. These measures resulted in a maximum primary to secondary transition rate of above 80% in the middle 1980's. It declined to about 70% towards the end of the decade. (See Table 3.1.6)



**Table 3.1.6****Primary And Secondary Enrolment : 1980 – 1997**

Year	Primary		Secondary	
	Enrolment	Increase %	Enrolment	Increase %
1980	1 235 994	-	74 321	-
1985	2 229 396	80.0	497 766	570
1990	2 119 865	-0.4	672 656	35
1991	2 294 934	8.0	710 619	6
1992	2 305 765	0.5	657 344	-7
1993	2 436 671	6.0	635 202	-3
1994	2 476 575	2.0	679 416	7
1995	2 482 508	0.2	711 094	5
1996	2 499 381	1.0	760 576	7
1997	2 510 605	0.4	806 126	6

*Source : Ministry of Education, Sports and Culture*

With the current population increase and growth rate of about 3% and a very youthful population, the enrolment is likely to remain on the increase.

### 1.7 Tertiary level expansion

Pressure to expand the tertiary system followed fairly automatically from secondary level expansion. As discussed in paragraph 1.3 in this Chapter, there was a phenomenal increase in the provision of teacher education, vocational and technical education and university education, especially in the first fifteen years after independence.

## 2 CURRENT SITUATION

### Providers

#### Primary and Secondary Education

- 2.1 Zimbabwe has a rich experience of working with partners in the provision of education. Government directly owns and manages a

small proportion of educational institutions. Table 3.2.1 shows the current providers of primary and secondary education in Zimbabwe.

**Table 3.2.1**

**Providers of Primary and Secondary Schools in Zimbabwe, 1997.**

Provider	Primary Schools	%	Secondary Schools	%
Government	267	5.7	196	12.8
Rural District Councils	3 616	77.4	1 072	70.1
Mission/Churches	212	4.5	172	11.2
Urban Councils	91	1.9	6	0.4
Mines	29	0.6	10	0.7
Trusts/Board of Governors	93	2.0	30	2.0
Others	362	7.0	44	2.9
Total	4 670	100.0	1 530	100.0

*Source: Education Statistics Bulletin, Term One 1997*

Central government provides funds for all teachers' salaries and grants to schools. The grants include

- Tuition grants payable to all schools
- Building grants-in-aid payable to all secondary schools to assist in capital developments
- Boarding grants payable to boarders at secondary schools and with respect to blind pupils who are boarders

The other providers indicated in table 3.2.1 include agro-based companies, farmers, NGOs and interested individuals.

2.2 Tertiary education and training is provided for by several stakeholders who include

- Parastatals
- Government ministries
- Private Sector Companies
- Private Entrepreneurs
- NGOs/Private Voluntary Organisations and
- Communities

## 2.3 Government Ministries

Currently, several government ministries are involved in the provision of education and training, besides the two ministries of education. Training is also offered by the ministries of

- Health and Child Welfare
- Lands and Agriculture
- Mines, Environment and Tourism
- National Affairs, Employment Creation and Co-operatives
- Public Service, Labour and Social Welfare
- Defence
- Home Affairs
- Justice, Legal and Parliamentary Affairs
- Transport and Energy
- Information, Posts and Telecommunications
- Local Government and National Housing

Ministries of Defence and Home Affairs carry out training peculiar to their unique operations.

The Ministry of Health and Child Welfare trains nurses and other medical personnel at most of their central hospitals and at some district hospitals.

The Ministry of Lands and Agriculture runs several colleges that offer courses at both certificate and diploma levels: Chibero and Gwebi are in Mashonaland West, Esigodini in Matabeleland South, Mlezu and Rio Tinto in Midlands, Kushinga Phikelela in Mashonaland East and Makoholi in Masvingo. This ministry runs several research institutes and experimental stations spread out in all provinces.

The Ministry of National Affairs Employment Creation and Co-operatives runs Youth Training Centres (YTCs) and Women Training Centres. These centres are similar to the Vocational Training Centres (VTCs) run by the Ministry of Higher Education and Technology.

The Ministry of Public Service, Labour and Social Welfare runs centres such as the Domboshawa National Training Centre which offer facilities for training and capacity building for the Public Service personnel.

The technical ministries of Mines, Transport, Local Government and Public Construction etc, run their own in-house engineering courses.

#### 2.4 **Parastatals**

Some parastatals such as Zimbabwe Electricity Supply Authority, National Railways of Zimbabwe, the Forestry Commission, Posts and Telecommunications Corporation, Air Zimbabwe, Management Training Bureau, Zimbabwe Iron and Steel Company and Zimbabwe Institute of Public Administration and Management run training institutions that enrol both walk-in students and their own internal staff. A number of these training institutions have international reputation and they enrol foreign students.

#### 2.5 **Private Sector**

The private sector plays a very significant role in manpower development through private colleges. With a total of more than 280 colleges at December 1998, the private sector, in fact, trains more school leavers at tertiary level than the government. It is estimated that at any given time private college enrolments average 70 000. However, it still remains to be determined how substantive their programmes are in terms of duration, quality and level of training. Most of the training is in the soft options like Business and Secretarial studies. Examples of reputable private colleges and centres are: Mandel Training Centre (Delta), Organisational and Management (Anglo-American), Ranche House College, Speciss College, Zimbabwe Distance Education College (ZDECO), ZENZELE Training Centre (ORAP).

## **2.6 Church Organisations**

The Church's involvement in education and training in this country has a long history. In fact, they were the pioneers of general education and training. They have continued to play a pivotal role in the provision of training for teachers, medical personnel and other areas such as building, carpentry and secretarial work. The primary teachers colleges of Bondolfi, Morgenster and Nyadire are run by church organisations and so are the only three pre-school training institutions in Zimbabwe, namely, St Gabriel and St Pius in Bulawayo, and St Nicholas in Harare. The churches are also involved in technical vocational training at such institutions as St Peters Kubatana, St Columbus, Gokomere and Driefontein. There are also a number of theological colleges and seminaries for training priests, pastors and other clerical staff.

## **2.7 Special Education**

The 1996 Ministry of Education, Sport and Culture statistics show that Government had 3 Special Education schools while the private sector had 27. Despite the efforts being made, Zimbabwe is still far from adequately catering for all the children with special needs. It is agreed that 10% of all school-age children are disabled but the 1996 data shows that only 6 097 disabled children ( 2 652 females and 3 445 males) were enrolled in the education system out of a possible enrolment of over 200 000 disabled children.

## **2.8 Equity**

### **Primary and secondary education.**

Table 3.2.8 below shows the distribution of schools by region/province for the years 1995 and 1996.

**Table 3.2.8**

**The Distribution of Primary and Secondary schools by Province : 1995  
– 1996**

Province	Primary		Secondary		Grand Total	
	1995	1996	1995	1996	1995	1996
Harare	192	195	69	70	261	265
Manicaland	770	773	250	250	1 020	1 023
Mash Cent	345	344	110	110	455	454
Mash East	566	572	237	237	803	809
Mash West	456	454	156	156	612	610
Masvingo	669	673	232	232	901	905
Mat N.( +Byo)	559	562	131	132	690	694
Mat South	439	446	115	115	554	561
Midlands	637	640	225	226	862	866
Total	4 633	4 659	1 525	1 528	6 158	6 187

*Source: Ministry of Education, Sport and Culture Statistics Unit.*

The table does not show the distribution of schools by districts – a fact that would reveal several disadvantaged districts and large farming areas without schools. Generally, in terms of facilities and the human resources (teachers included), some schools are more advantaged than others. The most disadvantaged schools are those in the rural, resettlement and the farming areas and under Rural District Councils (RDCs).

**Table 3.2.9**  
**Distribution of Schools By Responsible Authority and By Geographical Location : 1997**

PRIMARY						
Responsible Authority	Urban Areas	Communal Areas	Resettlement Areas	Commercial Farms	Mining Areas	Total
Government	251	2	0	11	3	267
R.D.C.	34	3 228	126	223	5	3 616
Church	27	143	7	35	0	212
Urban Council	85	1	0	5	0	91
Mine	12	5	1	5	6	29
Trust	35	19	0	31	8	93
Other	71	46	2	179	64	362
Sub-Total	515	3 444	136	489	86	4 670

SECONDARY						
Government	129	59	1	6	1	196
R.D.C	18	968	39	46	1	1 072
Church	18	113	1	40	0	172
Urban Council	6	0	0	0	0	6
Mine	2	0	0	0	8	10
Trust	15	8	0	7	0	30
Other	22	7	0	13	2	44
Sub - Total	210	1155	41	112	12	1 530
Grand Total	725	4 599	177	601	98	6200
Percentage	12	74	3	10	1	100

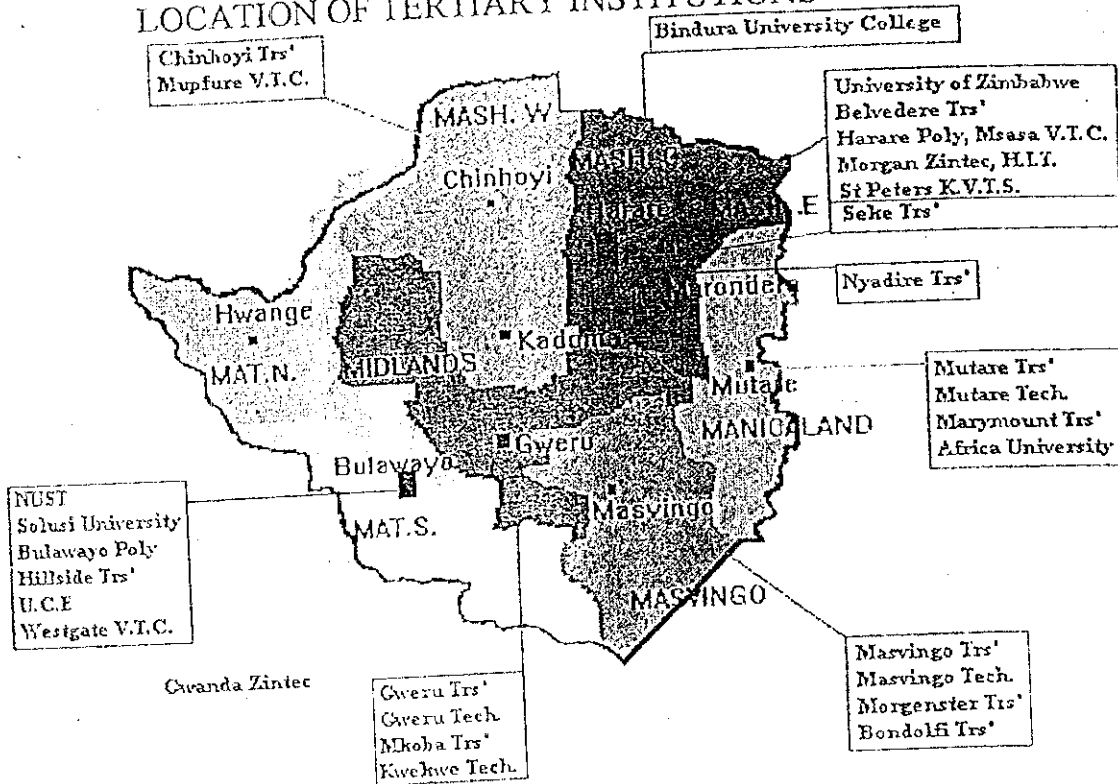
*Source: Ministry of Education Statistics Bulletin : Term One 1997.*

The above table shows that many schools in the commercial farming areas don't belong to the farmers but are provided by other stakeholders, mainly RDCs and Churches. Some of the schools (142 in 1997) in the farming areas were not registered with the Ministry of Education, Sports and Culture. Most of these unregistered schools belong to the farmers.

## 2.9 Tertiary and Other Training

Most private training colleges are located in the large urban areas. Colleges and training institutions run by government ministries other than Higher Education and Technology are located outside large urban areas. The map below on page 44 (MOHET) shows the location of universities and other tertiary institutions which are run or closely monitored by the Ministry of Higher Education and Technology.

# LOCATION OF TERTIARY INSTITUTIONS



Source: Ministry of Higher Education and Technology



### 3 FINDINGS

- 3.1 The Farm Community Trust of Zimbabwe called for the establishment of both primary and secondary schools in the commercial farming areas. Many children in these areas don't attend school either because the schools are not there or the few schools available are very far apart, thus inhibiting children to commute. The commercial farmers' representatives whom the Commission interviewed in Bindura, Chinhoyi and Lion's Den expressed their willingness to work with the Ministry of Education to establish schools. However, the farmers argued that it was the Government's responsibility to build the schools. They (the farmers) would consider setting aside land for that purpose.
- 3.2 The chiefs who gave evidence in Matabeleland North, Mashonaland West, Midlands and Mashonaland East, complained about the lack of educational development in their areas. Most of these areas did not have 'A' level schools, no teachers' colleges and technical colleges. They (Chiefs) complained that ministers and civil servants were biased towards developing their home districts and provinces and that was why a few districts were more-developed at the expense of others. Most donor projects and investments were allocated to the same privileged provinces and districts.
- 3.3 The Governor for Mashonaland Central, Hon. B. Gezi, brought to the attention of the Commission the existence of illegal bush boarding settlements in his province. The Commission came across several of these appalling children's squatter camps in all the provinces. These make-shift shelters were a result of excessive distances children had to travel to the nearest school. The Commission took a full video recording of the Mushoshoma bush boarding camp in Mash Central. An old village woman recounted how she voluntarily decided to take charge of the poor children, many of whom were girls.
- 3.4 In his written submission Prof. P.M. Makhurane, the Vice Chancellor of the National University of Science and Technology (NUST) expressed the undesirability of a multiplicity of government ministries organising and running their own education and training programmes.

*“At present it is not uncommon to find the training of nurses being the responsibility of the Ministry of Health, that of ...Apart from this kind of arrangement being expensive in terms of duplicating administrative effort, it also falls short of satisfying the principle of horizontal integration of training efforts.”* He further goes on to say, *“...It is therefore strongly recommended that all formal education and training – including all tertiary and semi-professional training – should fall under the jurisdiction of one Government Ministry.”* Prof. Makhurane’s sentiments were also echoed by students at Chibero and Gwebi Agricultural Colleges and by the National Association of Education Officers (NAEO). They argued that some training programmes and certificates offered by the ministries whose core business was not education, were of very poor quality.

- 3.5 Students interviewed at private colleges and parents welcomed the participation of the private sector in the provision of education and training. However, they urged Government to stop the practice by many organisations and individuals who were using education as a profit-making commodity. They argued that the high fees were forcing parents to stop educating their children. They said that the girl – child suffered most.
- 3.6 Teachers in rural schools complained about the poor provision of both human and material resources in the disadvantaged rural districts. There were still many schools in the rural areas where classes were being held under trees. The state of poor provision was also heard from parents in resettlement areas. In many cases education was not planned for when people were resettled in the former commercial farming areas.
- 3.7 ZIMTA, NASH, NAPH and even Ministry of Education, Sport and Culture executives complained that the provision of classrooms in schools was inadequate and could not cope with the huge enrolments. This resulted in ‘hot seating’ and double sessioning which further accelerated the wear and tear of the infrastructure. However, parents blamed the school authorities for poor maintenance of school buildings and grounds.

- 3.8 In their written submissions several organisations and institutions expressed their concern over lack of libraries and reading materials in most schools – in particular rural schools. There were also very few textbooks in schools resulting in an average of four to six pupils sharing a book. These shared books did not last long. Furthermore, children were not allowed to take books home for homework.
- 3.9 Some 'A' level school students expressed their concerns about the very high entry qualifications being demanded by Zimbabwean tertiary institutions. The entry qualifications are very high by international standards. They argued that those requirements were meant to deny access to higher education for the majority of school-leavers who would otherwise qualify under normal circumstances.
- 3.10 In his report on Human Resources Development Strategy for the SADCC countries, Prof. P.M. Makhurane highlights the importance of distance education

*“... even with the best intentions in the world, no formal education system can cater for all the citizens of a country. There will always be those who, for a variety of reasons, must drop out of the formal system... these have to be catered for through non-formal distance education.”*

The same argument was advanced by many educationists.

- 3.11 Parents of disabled children submitted their concerns about the poor or lack of provision for the education of children with disabilities. They said that some of them had to send their children to South Africa where there are more facilities and better provision for the disabled. This is, however, very expensive for them. In the rural schools teachers claimed that most disabled children who lived in the rural areas never attended school.
- 3.12 In their presentations to the Commission, representatives of Trust Schools expressed their desire to
- be independent

- determine their own fees
- select their own students
- employ their own teachers, including expatriates without reference to government
- determine their own curriculum
- associate with foreign examination boards

3.13 Witnesses at ECEC centres that were visited expressed concern about the calibre and suitability of the ECEC teachers. At some of the centres children were crowded and without facilities normally found at play centres. Lack of funds and poor infrastructure negatively impacted on the running of the pre-schools. ECEC tutors related how their meagre allowances of \$50-\$60 per month (now \$100 -\$120 per month) are paid 6 monthly, or irregularly.

3.14 The Commission studied several education models of different countries. In those countries local authorities and the private sector played a major role in the provision of schools and training institutions with the central government providing the facilitating framework, policies and regulations.

### **Equity in Education**

3.15 The Zimbabwe Catholic Bishops' Conference observed that the period after 1980 was marked by a struggle to provide equity in education for all the people of Zimbabwe. They said that, despite all the great efforts that government had made in that direction, equity had yet to be achieved as there are still many who have no access to education and training opportunities. In particular, the Conference expressed the following concerns

- The majority of the Rural District Council and farm schools, as well as many urban schools, were deficient in that they did not have sufficient funds to purchase educational resources and did not have qualified staff.
- Many parents were finding it difficult to send all their children to school due to financial constraints. The differentiated fees

and subsidies, introduced by the 1991 Education Act, have contributed to the hardships.

- Girl-children continued to be more disadvantaged than boy-children when families faced financial hardships and had to make a choice about which children to send to school
- Disabled persons were still marginalised by Government in terms of educational provision. Private and Non-Government Organisations were providing most of the resources and facilities for the education of the disabled. There was also little co-ordination of the efforts being made by those organisations.
- Public funds were not being allocated to benefit the greatest majority. These funds should be allocated more to basic education where they would benefit the greatest number than to tertiary and higher education which benefit far fewer people.

3.16 Teachers in rural schools complained that there was a dire shortage of classrooms and teachers' accommodation. This unhappy situation was partly attributed to the stringent requirements and regulations governing the construction of houses and other facilities, making it difficult for rural schools to provide adequate accommodation for teachers and pupils. Classes were being held under trees in many schools due to this shortage.

3.17 The state of poor provision was also heard from parents in resettlement areas who said that the provision of education in resettlement areas was the poorest in the country. They said that education was not planned for adequately when people were resettled in the former commercial farming areas where old, broken down tobacco barns and storerooms were serving as classrooms accommodating composite classes. In many resettlement areas visited by the Commission, donor-assisted school buildings were still without roofs, doors and windows because the authorities and communities had failed to complete the projects.

- 3.18 The parents also complained that Rural District Councils (RDCs) did not often provide assistance even after collecting school fees.
- 3.19 It was learnt that some commercial farmers had built schools on their farms without reference to the Ministry of Education, resulting in the schools being unregistered. The Ministry of Education, Sport and Culture estimated that there were around 1000 unregistered schools in the commercial farming areas.
- 3.20 Many reasons were cited for commercial farm schools remaining unregistered. These included
- Inadequate tutorial accommodation and other facilities
  - Inability or unwillingness of the farmer to upgrade the existing facilities
  - The farmer may not want to educate his workers' children beyond a certain grade
  - The farmer may want to retain unqualified teachers whom he knows and trusts, and who may have been working there for some time
  - The historical mistrust between commercial farmers and government based on the land issue has meant that some farmers want to control their schools without political and bureaucratic interference
- 3.21 Many parents and teachers were not happy with the high fees that were being charged at private universities. The high fees were making it difficult for many students to enrol at those institutions.
- 3.22 Respondents from disadvantaged and remote areas of Matabeleland North and South, Mashonaland Central, Mashonaland East and Mashonaland West bemoaned the lack of teachers' and technical colleges in their areas. This, they said, was contributing to the poor development in their areas. They suggested a quota system in the allocation of places at teachers' and technical colleges.
- 3.23 Many educationists and students said that the school library plays an important part in education. It offers learning services, books and

resources that enable all members of the school community to become critical thinkers and effective users of information. They pointed out that the school library provided such essential services as

- supporting and enhancing educational goals as outlined in the curriculum
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions
- organising activities that encourage cultural and social awareness and sensitivity
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy
- promoting reading and providing the resources and services of the school library to the whole school community and beyond

#### 4 COMMENTS

4.1 Government is commended for abolishing the colonial, racially designed dual education system and replacing it with a non-racial, unitary education system. The Commission hastens to advise the Government to closely guard against any attempts by some communities to perpetuate a divided system of education based on racial and ethnic grounds.

4.2 Government needs to be given credit for the massive expansion in education during the period 1980-1989, an expansion that has been

described by the international community as a “miracle”. The general policy pursued in education was imperative and non-negotiable.

- 4.3 The Commission observes that although the new policy boosted accessibility to education, it did not cater for the maintenance of quality. The economy, which was smarting from a long international trade embargo and a devastating liberation war, could not grow at the same rate to match the expansion in education.
- 4.4 The Commission notes with concern the apparent lack of systematic planning and professional provision of pre-school education. The Commission believes that in the provision of early childhood education throughout the country, great weight should be given to assisting and stimulating efforts that are made by communities to expand the sector until all children have access to ECEC.
- 4.5 The Commission is heavily concerned by the situation observed in some parts of Mashonaland Central, Mashonaland East, Mashonaland West, Matabeleland North and the Midlands. The problem of bush-boarders is prevalent, especially in the remote parts of the country and resettlement areas where some primary and secondary school pupils travel long distances to school. The Commission notes that this is a result of lack of careful planning in the provision of education in the remote areas, resettlement areas and commercial farming areas. The Commission strongly feels that in the remote and sparsely populated areas, schools should be allowed to offer education from primary to secondary school level within the same campus.
- 4.6 The Commission considers it as nationally advantageous to establish technical and teacher’s colleges in all regions. It also notices that a multiplicity of training programmes are offered by numerous providers, mainly in the large urban areas. The Commission would like to recommend a policy that co-ordinates the provision of all training programmes (outside the formal school) in all areas of the nation.
- 4.7 The Commission is convinced that distance education can greatly enhance the level of provision of education by the expansion of distance education.



- 4.8 Parallel to the publicly funded sectors of education, there exists a substantial commercial education which provides education for profit. This sector is independent of government funding and relies entirely on fees paid. While some commercial centres offer national programmes of study, a great number offer foreign based programmes from either British or South African institutions. Most information technology training is provided in this sector.
- 4.9 Whilst these commercial education centres are obviously regulated or licensed by Government, they operate in response to market forces and offer a wide variety of curricula and qualifications. It is a sector which should be encouraged and urged to provide courses to students in neighbouring countries
- 4.10 The Commission notes with concern the lack of school libraries in both primary and secondary schools throughout the country. The lack of provision of libraries is definitely one of the weakest in the provision of education.

### **Internal Efficiency**

- 4.11 Internal efficiency is an important dimension of the concepts of success and quality of education. It is usually measured by indicators such as : student input/output ratios or survival/attrition rates, learning efficiency, teacher utilisation and retention, and teacher effectiveness. Table 3.4.11 shows the survival of an arbitrary cohort of 1000 students as they go through the current education system.

**Table 3.4.11**

**Approximate Cohort Flow Through The Current Education System**

Primary	Lower Secondary		Upper Secondary		University	
	Entry	Exit	Entry	Exit	Entry	Exit
1 000	600	500	42.5	30	12	10
1000	200	120	0	0	0	0

*Source: Ministry of Education, Sports and Culture*

From the above table, first row, the 1 000 pupils who complete Grade Seven, 600 will be enrolled into Form One 500 of whom will complete 'O' level, not necessarily with a pass. When they enter the Lower Sixth Form the 1000 cohort would have been reduced to 42.5 of whom 30 survive through A level. At entry to University the cohort would have been reduced to 12 of whom 10 graduate. The numbers in the second row represent the survival of a cohort in a disadvantaged rural area, a farm or a resettlement area. The zeroes indicate that there are no upper secondary schools in those areas.

The attrition rate of teachers also affects the system's internal efficiency. Apart from the instability of the constant transfers of the teachers, a number were also leaving the service for various reasons. Table 3.4.12 highlights the rate at which the teachers had left the service in 1996 and 1997 and the reasons for which they were leaving. The majority of the teachers were qualified.

**Table 3.4.12**

**Attrition of Teachers By Region 1996 And 1997**

Region	Year	Resign	Death	Retire	Discharge	Health	Expiry of Contract	Total
Harare	1996	226	119	94	36			515
	1997	168	120	64	17	41	0	
Manica Land	1996	64	120	82	60	29	0	398
	1997	54	104	85	63	N/A	0	326
Mash. Central	1996	58	31	26	35	0	0	306
	1997	54	28	35	20	4	0	154
Mash. East	1996	67	106	77	40	15	0	312
	1997	88	81	42	42	22	0	270
Mash. West	1996	72	75	52	41	17	0	246
	1997	36	28	80	19	N/A	6	165
Masvingo	1996	73	83	50	38	1	0	252
	1997	53	47	46	20	3	5	178
Mat. North	1996	152	87	137	74	9	3	465
	1997	145	65	88	45	12	3	370
Midlands	1996	43	33	32	28	17	10	158
	1997	36	34	48	34	22	0	166
Total	1996	754	654	550	352	14	0	2 428
	1997	631	508	488	262	104	14	2005
Grand Total		1385	1162	1038	614	205	28	4433
% of all who left		31	26	23	14	5	1	100

Source: Ministry of Education, Sports and Culture

Key: N/A = No data available

Note: Data for Matebeleland South was not available

During the two years, 1996 and 1997, 4 433 teachers left the service. The main reasons for leaving the service were resignations (31%), death (26%), retirement (23%) while 14% had been discharged mainly due to misconduct.

4.12 The Commission believes that the proposed education structure and curriculum will come with its own demands. The major demands however, will be a resolute commitment by the state, parents, the school, the industrial sector, churches and other stakeholders to make the system work .

- Basic education requires infrastructure and other resources in order to absorb the former Forms 1 and 2. This is going to call for an investment in physical assets
- The Senior Schools I and II are going to call for the construction of classrooms, workshops, laboratories, libraries, technical equipment and accessories and qualified personnel.
- Reform of teacher training programmes to cater for the new paradigm shift

## 5 CHALLENGES

5.1 The central theme of Zimbabwe's Vision 2020 is that of participatory democracy in which citizens and the organisations of civil society play a more active role in political, economic, social and educational affairs. Participation may be achieved through consultation and information sharing. The strongest form is partnership. The challenge is to create synergy where government works with other autonomous parties, with their interests and strengths, under agreed arrangements and obligations.

The majority of these partners shall be people in the rural areas. It is also worthwhile to note that the majority of those rural folks are poor – see tables 3.5.1 and 3.5.2 below

**Table 3.5.1**

### **Distribution of the Poor**

<b>Category</b>	<b>% of National Population</b>
Very Poor	45
Poor	16
Non – Poor	39

*Source: Ministry of Public Service, Labour and Social Welfare, Poverty Assessment Study Survey (PASS), December 1996.*

**Table 3.5.2**

**Distribution of the Very Poor by Land Use Geographical Location**

Areas	% of Areas Population
Communal Areas	71
Resettlement Areas, Commercial farming Areas	57
Urban Areas	21

*Source : Ministry of Public Service, Labour and Social Welfare, Poverty Assessment Study Survey (PASS), December 1996.*

Table 3.5.1 shows that 61% of all Zimbabweans live under the poverty datum line. More disturbing is Table 3.5.2 showing that 71% of all people in the rural areas are very poor. These are the people who shall be the Government's partners in the provision of education and training.

5.2 The Zimbabwe Education Act states that

- Every child in Zimbabwe shall have the right to school education (clause 4)
- It is the objective in Zimbabwe that primary (basic) education for every child of school-going age shall be compulsory and to this end it shall be the duty of the parents of any child to ensure that such children attend primary (basic) school (clause 5)
- For the purpose of ensuring a fair and equitable provision of primary (basic) education throughout Zimbabwe every local authority shall endeavour to establish and maintain such primary (basic) schools as may be necessary for all children in the area under its jurisdiction (clause 8)

Table 3.5.3 shows the ratio of children of an age group who are actually in school as a percentage of the national total number of children in that age group.

**Table 3.5.3**

**Age – Specific Enrolment Ratios: School - Age Population (6-18 years): 1992 . Ratio of children in school as a percentage of all the eligible children in each age – group.**

	6 Yrs	7 yrs	8 Yrs	9Yrs	10 Yrs	11 Yrs	12 Yrs	13 Yrs	14 Yrs	15 Yrs	16Yrs	17 Yrs	18 Yrs
Male	36.42	75.56	89.14	93.57	94.53	94.95	93.07	90.62	84.96	77.28	70.03	59.77	42.93
Female	39.81	77.74	90.05	93.96	94.86	95.19	93.02	88.81	78.82	65.41	53.48	39.00	21.52
Average	38.12	76.65	89.60	93.77	94.7	95.07	93.05	89.72	81.89	71.35	61.76	49.39	32.23

*Source : CSO (1992 Census*

The low admission rate for the 6 year olds can be attributed to long distances the pupils have to travel to school, especially in the rural and commercial farming areas. The low rates after the age of 14 indicates dropouts at Forms 2, 3, 4 and 5.

The greatest challenge is to increase enrolment from the current 85% to 100%. This would mean the enrolment of an additional 300 000 per year.

- 5.3 Another challenge to the providers is to ensure the provision of high quality and relevant education in all institutions at all levels to meet the expectations of parents and employers. This is exemplified by the clamour by all stakeholders for a more practical and vocational oriented curriculum which requires more financial and material resources.
- 5.4 The challenge of providing an equitable, affordable and accessible training system to every citizen desirous of such training still faces the country. The demand for training clearly outstrips the supply of training institutions, be they vocational training centres, teachers' colleges, technical colleges or universities.

**Table 3.5.4**  
**Number of Applications received, accepted and rejected at U.Z.**  
**1995: Undergraduates.**

Applications Received			Number Accepted			Number Rejected		
Male	Female	Total	Male	Female	Total	Male	Female	Total
6 825	2 928	9 753	1 741	797	2 538	5 084	2 131	7 215

*Source: U.Z., Registrar's Department*

- 5.5 Equally pressing is the challenge of meeting the shortage of access to training in certain critical professional areas required by the economy. The shortage of relevant and quality manpower has been cited as a major cause for the poor performance of the national economy.

## 6 RECOMMENDATIONS

The Commission recommends that

- 6.1 the state provides education and training schools in all disadvantaged areas such as farms, resettlement and rural areas as a matter of urgency.
- 6.2 the training of technical/commercial teachers for Senior Secondary I and Senior Secondary 2 schools be reviewed and increased during the first five years of the implementation period.
- 6.3 each School Development Association/School Development Committee be required to establish and equip a library at its school by the year 2002.
- 6.4 the government develops and implements a systematic plan for the provision of pre-school education throughout the country, ensuring equitable attention to each region.
- 6.5 all schools be electrified by the state and local communities within by the year 2002.
- 6.6 the state facilitates the expansion and innovation of college and university programmes.

- 6.7 there be registration and formalisation of the training of the present informal sector crafts and trades.
- 6.8 the state promotes the training of disadvantaged groups such as women, the disabled, and the poor from both urban and rural areas so that they may participate in the development of the nation.
- 6.9 Distance Education facilities be provided in sparsely populated areas within by the year 2005.
- 6.10 an effective management system be established for the co-ordination of education and training.



## CHAPTER 4

### UNHU/UBUNTU (Holistic Education)

#### INTRODUCTION

- 1.1 The aspirations of Zimbabwe are to provide a holistic education. The terms of reference ask for an examination of the *role of cultural education in the ethical and moral formation of Zimbabwe's youth* (TOR 2.1.9). Vision 2020 (P.20) lists among other strategies that are to be implemented: "reforming the educational system so that the rich diversity of our spiritual, cultural and moral values are incorporated into the curriculum". The same document (p 51) sees the key role of the family in passing on traditions and moral values. The school has a significant influence through the curriculum in ethical and moral information and religious institutions have an important function in supporting the family unit.
- 1.2 Holistic education then is aimed at the development of the whole person: physical, mental, spiritual and social. The innate wisdom of African culture points to two important issues: it needs a whole community to be engaged in education and the aim of education is the formation of an individual who has *unhu/ubuntu*, that is to say, a human being in the fullest and noblest sense.
- 1.3 Traditional Zimbabwean education was such that the family, the extended family, the community took an active part in it and every adult felt responsible for guiding children in what is respectable, ethical and good. Education was essentially an induction into culture and cultural norms that interpreted life, that guided human relationships and behaviours, in addition to passing on skills for survival.

To lead their children to have *unhu/ubuntu* was the pride of parents and families. The process was guarded with so much concern that any evidence of slackening or problems in behaviour and relationships called for further education and counselling by the extended family throughout life.

- 1.4 *Unhu/ubuntu* then is a concept that denotes a good human being, a well behaved and morally upright person, characterised by qualities such as responsibility, honesty, justice, trustworthiness, hard work, integrity, a cooperative spirit, solidarity, hospitality, devotion to family and the welfare of the community.

Many of the essential characteristics of *unhu/ubuntu* (a well rounded, respectable and respected human being), in particular honesty, care, good manners and regard for others, self-discipline and courage, diligence and tolerance, are treasured by other cultures and religions which uphold and promote them as virtues.

- 1.5 The school, which is the extension of the home, needs to be devoted to the formation of pupils and students in what it means to have *unhu/ubuntu*. This implies learning how, in the different circumstances of life, it is possible to make the choice to remain true to self and emerge as someone who has *unhu/ubuntu* in the best sense of the word.

## 1 CURRENT SITUATION

- 2.1 The process of education has become more complex and difficult for three major reasons. On the one hand the unity of the family is threatened and weakened, the extended family is no longer near or even living in the same area. On the other hand we now live in a global village where we are not in control of all the influences impinging on us. We do not appear to have developed a strong sense of cultural identity and sound values that will be the criteria for our choices. A weakened sense of culture and religion leaves many people uprooted and adrift.
- 2.2 Presently Zimbabwean society at large and, more specifically, the media seem unaware that they too have to play a responsible role in the education of children, youths and citizens who make up the nation.

## 2 FINDINGS

- 3.1 People have expressed distress about the moral decadence that seemed to have set in and was running through all the strata of society. A loss of discipline and sound human, cultural and religious values are major concerns of the people. It was pointed out that there was a dearth of role models in teachers, leaders, family, society, and, in particular, in the programmes that entered homes through the electronic media, especially the television.

Parents expected the school to have all the remedies. They hoped that the school would teach and counsel, impart good moral values and the wisdom of living. They recalled some of the effective teaching of the churches in the past. They asked for more guidance and involvement by the churches in holistic education, to further cultural, religious and moral formation, be that in school or in the communities.

### **Values and Discipline**

- 3.2 Respondents pointed to the present indiscipline and moral decay among students and even teachers. Parents wanted to see moral education throughout the curriculum. They felt that the ethos of a school should contribute to positive human relationships as evidenced in respect, courtesy, good manners as well as discipline and responsibility. They saw discipline and productivity as inseparable and were anxious that a work ethic would be fostered, as well as respect for public property.
- 3.3 It was pointed out that discipline should not be merely imposed but rather treated in such a manner that it leads to a self-motivated self-discipline for life. It was stressed that learning could not take place where there was no discipline. There was an appeal to let the school deal with the more serious discipline problems in a manner that teachers saw as most constructive and helpful in restoring order. On the one hand heads wanted the authority to expel and on the other hand parents thought expulsion was too drastic. It was generally held that corrective disciplinary measures must be varied and determined

by the nature of misbehaviour. The variations were from counselling to removal of rewards, from warning to corporal punishment.

There was an observation that students were unaware of what was expected of them by the community and society and that this was often so because role models were lacking and also because regulations were not upheld or enforced by government and society. It was pointed out that discipline could not be separated from the socio-economic and political environment, both local and international.

It was essential that values which were to be taught be agreed in consultation with parents, community, church and politicians so that all would promote these.

3.4 Among the causes of indiscipline the following received special mention

- failure of family to instil positive values and discipline at home
- too large numbers of students and staff, making it impossible to oversee and give individual attention
- lack of dialogue between students, staff, authorities and parents
- lack of clear channels of communication in schools
- the 'free education' syndrome which results in taking no responsibility for one's own learning process
- lack of guidance by positive values or by role models
- interference in the maintenance of discipline from outside, this could be from parents and politicians
- the infiltration of drugs
- an education system that ignores moral values and
- unchallenging and unstimulating learning goals.

3.5 Indiscipline is by its nature destructive. It is necessary for students to learn to be self disciplined, analytical, questioning. Discipline then is indispensable for educating a well rounded human being who has *unhu/ubuntu*.

It was recalled that the churches had a positive and effective way of promoting discipline at schools in the past and the desire was expressed to give them a greater influence again.

### **Teachers and Role Models**

- 3.6 Many people expressed concern about the fact that in some instances teachers were not leading by example. Instead they were involved with students in drinking, smoking, as well as indulging in drugs and sexual relationships. This has led to the loss of respect for teachers. People were particularly distressed about situations where teachers were intimate with school girls. It was, therefore, recommended that no pupils should be allowed to go to a teacher's residence. It was evident that there were teachers who would need guidance and counselling. It was also pointed out that the frequent absence of heads and teachers from schools brought about a situation where there was minimal supervision which caused additional problems.

There was severe criticism of people, including those in leadership positions, who portray a picture of greed, corruption and immorality.

A code of conduct for teachers seemed indispensable. Disciplinary procedures should be dealt with more effectively and speedily.

### **Corporal Punishment**

- 3.7 On the subject of corporal punishment a whole range of opinions was expressed. Surprisingly, parents, teachers, heads and even students themselves, spoke in favour of corporal punishment that was administered under strict regulations and supervision, possibly involving parents. Some did not even want girls to be exempted and suggested that corporal punishment should be administered by a woman for girls and by a man for boys. It was generally held that corporal punishment was part of the culture of Zimbabweans disciplining their children. Reference was made to the courts which still use caning as a disciplinary measure.

There were also some who said that corporal punishment had been overdone and was the result of excessive parental control in the home or an outlet for frustrated teachers.

- 3.8 There was a significant number who cautioned and spoke against corporal punishment. They pleaded for workshops for parents and teachers on how to find positive ways of promoting discipline in the home and at school and how to deal with defaulters in a corrective but constructive manner. There was also the opinion that a violent way of dealing with an issue would lead to further violence. In other words, those who would have been caned would use the cane or force in other situations where they were frustrated (even in marriage).

### **Human Rights**

- 3.9 Again and again the Commission was told that parents believed that the Legal Age of Majority Act undermined their authority. Parents would like to see this legislation reviewed. Human rights awareness had not emphasised the aspect of human responsibilities and therefore it seemed to erode morals. It was emphasised that human rights existed before and it was important to research into what already existed in culture and subsequently build on that. People would like to see human rights movements monitored so that a balance is kept between rights and responsibilities. It was regarded essential that human rights and responsibilities would be taught as well as the laws of the country and that practical lessons would be drawn from these.

### **The Media**

- 3.10 The influence of the media on children was recognised. It was regretted that the media are influenced by external forces and did not always serve a diet that was appropriate and healthy for consumption. Outdated and discarded films from the West found their way onto our screens. Some of these promoted promiscuous behaviour. They showed us role models of ill-gotten affluence, violence, corruption, dishonesty and license. People felt that the situation was such that some form of censorship might be called for. Hope was expressed that mass media and the electronic media would be redirected so that a

positive culture could be built. It was recognised that cultural activities had a great influence on the moral and ethical outlook of people. A number of constructive suggestions were made.

- Cultural art and music should feature and consciously promote sound values and morals
- An education channel should be broadcasting/transmitting throughout the day
- Adults featuring on TV should be aware of the influence they have
- Cultural talk shows and debates should support sound values

3.11 Opinion was expressed that moral formation would be greatly assisted if the media ceased to glorify sex before and out of marriage, as well as selfishness and lack of concern for others. Above all, education in home and school that led to a critical appraisal of the media and the development of responsible choice for selecting programmes, was seen as indispensable.

### **Sex Education and AIDS education**

3.12 Parents said that they generally preferred to attend to sex education themselves or in the context of family and extended family. They were afraid of sex education in schools opening the door to experimentation and promiscuity. Others thought that openness about sex was appropriate. But all felt strongly that whatever was being taught should not be devoid of morality.

3.13 However, parents were generally agreed that AIDS education was a necessity and should be included in the primary and secondary school curriculum. While saying this they made it clear that the emphasis should be on sexual responsibility and morality. There was unhappiness about unsuitable literature and material having been brought into schools. They believed children needed to be taught what was morally right and appropriate. Students themselves expressed the need for an AIDS Education that gave them essential information and moral criteria. Young people wished to avail

themselves of counselling when confused and be guided in what was right and what led to a happy and healthy future.

### **The Home**

- 3.14 It was suggested that the home and the school should work together in matters of morals and discipline and sound values, but that this was often not the case. In some instances parents abrogated all responsibility to the school. We were told that cultural education needed to start from the home. Respect had to be developed for our own heritage and an awareness of other cultures and their values. The home was the nucleus of character formation and parents would have to become more aware of this and be encouraged to better their parenting skills. Parents had a key position as role models and leadership by example was seen as more effective than any rules or regulations. Moral teaching had to be taken seriously in the home as it has enormous consequences for family and society. Unfortunately some parents had a laissez-faire attitude and that militated against any constructive efforts of the school. Good and open dialogue between parents and children, devoid of fear, had the potential of solving many problems. A child learnt at home before she/he learnt at school and absorbed values such as self-worth, respect for elders and authority, responsibility and honesty.

### **School**

- 3.15 Parents spoke of a textbook education approach that ignored moral and civic education. It would seem that this approach had no time for the promotion of family values and failed to use the Bible, in particular the Ten Commandments, as a base for good morals. It was admitted that not all teachers felt that they were adequately prepared to teach religious, cultural and moral values and they would like to see some teachers specialise in this field.

It was suggested that the shift from a textbook education approach to character formation required a change of attitudes. It would imply giving attention to the dignity of the individual, emotional growth, relational skills as well as the development of the spiritual.



- 3.16 Respondents observed the evident need for the provision of guidance and counselling by schools, a system where any problem, be it learning, social or moral, could be dealt with in confidence. There was a dearth of professional counsellors and psychologists, despite the great need for them. Guidance and counselling was much talked about, but not effectively implemented. Psychological services appeared to be understaffed and spending much time on dealing with children who had learning difficulties or were disabled. On the whole there seemed to be little experience at school level in dealing with children who had severe behavioural problems. Matrons in boarding schools would need special help in this regard.

The Commission was told that there were no counselling services in farming areas.

It was also reported that schools were increasingly becoming the target of drug traffickers. Parents and teachers alike would need help to deal with the problem.

### **Culture and Religion**

- 3.17 People were outspoken about the tendency that had developed to condone what was culturally not right and acceptable. Having relinquished sound cultural norms now left many adrift and without the unchangeable values and wisdom of life. The erosion of sound cultural and religious values had left people without guiding principles. Cultural centres, clubs and lessons, an annual cultural day/festival, art and music could be channels in a search for identity, guidance, understanding and tolerance. One parent expressed it like this: "We must determine our own culture, else our children will adopt another culture and it will be difficult to undo the adoption of a foreign culture." The cultural values needed to be strengthened in the face of materialistic, secular values. The concept of *unhu/ubuntu* should be introduced, developed and be the torchlight of our moral education. Elders and traditional leaders could be invited by the school to speak about tradition and cultural values. A research on cultural values should be conducted and courses could be offered in

cultural ethics as well as in Christian ethics at college and university level.

- 3.18 Respondents said it needed to be remembered that in an African context everyone was religious and everyone was born into religion, a relationship with the ancestors and with God. The present Religious and Moral Education (RME) programme had many merits, but should in future also include in its multi-faiths approach African Traditional Religion. While the spiritual dimensions of RME were often well covered, the moral perspective was not getting enough attention. RME should be taught to all throughout school to A-level.
- 3.19 Some parents expressed the wish that the right of entry be revived and time-tabled by each school. The churches' involvement in teaching and guiding, in supporting a sound formation in morals and ethics was sought. People believed there were a role for the Christian Churches in education. At the same time they are anxious that the confusion and conflict between culture and Christianity would be addressed and solved. However, there were also voices that felt too much attention was given to Christianity and that more sound human formation, irrespective of religious affiliation, should receive attention.

### **Co-operation between home and school**

- 3.20 Parents and teachers made it clear that they had a joint task in education and character formation and needed to work more closely together to promote the development of the human person, aware of her/his dignity. The individual had to be enabled to respond to all situations in life in a manner that was acceptable and respectable.

Many conflict situations were pointed out to the Commission, such as parents being on the defensive, interfering or adopting a laissez-faire attitude. It was suggested therefore that a code of conduct, drawn up by the school and the parents, should help to guarantee the proper behaviour of children. This would include clear regulations on the type of functions and parties that might or might not be attended. Thumbing of lifts after school by pupils was seen as a particularly precarious and potentially dangerous situation.

## Findings from Other Countries

- 3.21 The Commission noticed in some of the countries they visited that education addressed ethics. In Korea, for example, ethics featured as a subject in primary, middle and high school and was part of the teacher training curriculum.
- 3.22 In the 1986 Asia and Pacific Programme of Educational Innovation for Development (APEID), a regional consultation meeting and a subsequent work plan (APEID, UNESCO) it was stated
- " The pace of change, the influence of mass media and the different life experiences of older and younger population groups have all produced dislocations in traditional values and in many cases in the patterns of family life. For achieving national identity and maintaining desirable traditional values in an age of rapid changes in social as well as technological developments, moral, religious, values education, whatever the course title may be at school, is given special attention in every society and region."*
- 3.23 Japan also includes morals and ethics in the curriculum, while Mauritius and Indonesia stress a values based education. In Malaysia positive values are part of the objectives of education and the principles of good behaviour, morality and belief in God are an essential component of the national ideology.
- 3.24 In Australia, education professes to foster self-confidence, optimism, high self-esteem, respect for others and personal excellence. Knowledge, skills, attitudes and values are developed for active participation in a democratic society within the international context. There is great respect for the cultural heritage.
- 3.25 In Colombia and Guatemala the new model of education, known as 'Escuela Nueva' (the new school), adopts a holistic pedagogy, centred on the child, and involves the whole community. The teacher facilitates the learning process, but the child is personally involved and responsible. The capturing of culture and its various expressions, the appreciation and personalisation of positive values, self-esteem

and the respect for others, are consciously and actively incorporated in the course of a school day.

The practical experience of caring for the well being of all in school, the responsibility for school property and surroundings, all support moral formation, decision making, participation and democracy as a natural part of the learning process.

## 4 COMMENTS

### 4.1 Values and Discipline

It seems that much of our education and training, at its different levels, does not take the time to explicitly incorporate and promote positive values which ennoble the human person and promote moral and ethical conduct.

- 4.2 With parents and teachers giving minimal personal attention to pupils and their needs, trends toward indiscipline are on the increase. Not only are role models lacking, but society at large seems to condone dishonesty, corruption and substitutes license for freedom and various forms of indiscipline. The Commission believes that this scenario calls for a concerted effort to find ways of imparting some of the most noble and profound human virtues.

Discipline is not negotiable, it is an essential component of life. The well being of a family and the progress and prosperity of the nation depend on a disciplined people who opt for honesty, justice, respect for life and service. None of this can be achieved by the cane. Motivation from the earliest years, upholding positive values and presenting role models will have an impact. What is not practised is not learnt, so throughout the curriculum chances should be seized for the promotion and practice of values such as respect, honesty, justice, tolerance and service. More than anything else students will need opportunities to make choices and weigh the immediate and long-term consequences for good or otherwise.

- 4.3 Among other factors that promote the development of the country is a good work ethic and altruism. The foundation for this has to be laid in the home and at school and college. The Commission believes that the inspiration is to be found in the *unhu/ubuntu* philosophy.

The home and the school should promote the values of dignity of work, self-reliance and responsibility for the welfare of one's children. The youth have to understand basic principles of applying oneself to a given task, taking employment seriously and striving for good performance. This should help remove negative attitudes of laziness, begging and dependency which have become common in society.

- 4.4 Curriculum developers need to look out for opportunities throughout the curriculum that promote the development of values which enable learners to make choices on a sound basis. Course contents in all subjects should promote sound values. Cultural activities, art and music are particularly useful in appealing to the profounder aspirations and values within each person. Sport also lends itself to learning many relational skills such as team work, partnership, fairness, perseverance, winning and losing graciously.
- 4.5 A participative manner of teaching and of promoting the ethos of the school are likely to involve students and lead to a self-determined and chosen discipline. Discipline is best fostered through the responsible use of freedom and respect for the rights of others. The Commission endorses the view that parents, teachers and students should be consulted on a code of conduct for the school. This should have a contractual obligation for all three parties involved with clear and consistent lines of dealing with defaulters. Counsellors and a discipline team would handle problems in a manner that is corrective rather than punitive.
- 4.6 While children first learn appropriate behaviour through their parents and teachers who teach and model what it means to have *unhu/ubuntu*, it is essential to move from an externally motivated discipline to an inner, self-motivated discipline and commitment.

- 4.7 When looking at character formation and the development of discipline it has to be remembered that the growth process of each student is unique and that individual attention is indispensable.
- 4.8 The Third Millennium should be one of non-violence, justice and peace, where life is respected and the family unit upheld, where extreme poverty is addressed and overcome. The foundation for this has to be laid in the home and at school. Conflict prevention and resolution as well as peacemaking are essential relational skills that need to be learnt and practised. Schools and homes should teach sharing so that it becomes a characteristic of society. In order to meet the social demands of the future, education needs to prepare citizens for a democratic, tolerant, and innovative way of life.
- 4.9 Student participation in the running of a school, be it through a well thought out prefect system or a student council strategy, is an invaluable way of learning participation and responsibility. Students then are not only involved in decision making, but also in the evaluation of the decisions made, with a view to developing new programmes.

### **Family and Home**

- 4.10 The family and home are the first place of learning and of life-long learning. The family is the most important and irreplaceable institution in the learning process. Vision 2020 (P 51) states: "The development of an individual's morality and sense of belonging takes place within the family."
- 4.11 The Commission has become aware that because of the many pressures imposed on the family, parents tend to devote less and less time to listening to children and answering their questions, guiding them to make responsible choices. It may be questioned how often culture, religion and ethics are a topic discussed within the family. There were reports of parents with a laissez-faire attitude, the absence of positive guidance from the extended family and consequent abrogation of all responsibility to the school. The media penetrates the home, often glamourising what is neither respectable, nor

culturally, morally and ethically acceptable. Parents need to assist their children to question, interpret programmes and make decisions about what is helpful and what is not appropriate.

- 4.12 Parents, or the relevant members of the extended family, should be the most suitable ones to explain life, love, religion and sexuality to their children and, by guidance and example, lead them to responsible behaviour.
- 4.13 Educationists, counsellors, religious leaders and others should provide parents with opportunities for relevant information about child development, learning processes and parenting skills.
- 4.14 The home and the school need to be in dialogue so that there can be cooperation and partnership in education, especially with regards to respect for and promotion of the specific talents and aptitudes of a child, as well as character formation and development of values.

### **The School and College**

- 4.15 The school is a specialised educational community, assisting the family in the education of the child and introducing the child to a wider world. The school builds on the foundation laid by the family in the intellectual, moral, physical and social training.
- 4.16 It is generally held that the curriculum shapes the nation. The choices of schools from a given curriculum are of the utmost importance to ensure the holistic education of the child. The curriculum should provide for the education of "the head, the heart and the hand", in developing *unhu/ubuntu*.
- 4.17 If the HIV/AIDS pandemic is to be addressed effectively, education must deal with a change of attitude and behaviour in matters of sexuality. It is a crucial issue that affects the whole nation, its economy and survival. At the same time there is need to develop compassion and care for those affected and organise assistance for those orphaned.

- 4.18 It may be worthwhile to consider the specialisation of some teachers in cultural, moral, ethical and religious education, although all teachers need to be aware of the influence of their life styles. The Churches could provide support in this regard. The right of entry, along clearly defined lines, could make a positive contribution.
- 4.19 At tertiary level students need to devote adequate time, in addition to their intellectual or practical training, also to opportunities for continuing their character formation and personality development. This could be promoted through
- cultural activities like art, music, drama, sport
  - religious activities, involvement in worship and service
  - social engagement in associations that are concerned with responding to the needs of society.
- 4.20 It is essential for teacher training programmes to incorporate the *unhu/ubuntu* philosophy and methods of promoting such ethical education throughout the curriculum.
- 4.21 The Commission concurs with the evidence and recommendations submitted by the respondents that there is need for guidance and counselling in all schools. All teachers should have some training in guidance and counselling inclusive of career guidance. There should also be supportive literature in libraries and assistance from the Ministry's Schools Psychological Services.

### **The Churches**

- 4.22 The Commission agrees with the views of the respondents that churches should continue to play a significant role in the provision of education and be actively involved in giving religious and moral influence, especially in *unhu/ubuntu*. The Commission concurs also with the views in Vision 2020 encouraging religious institutions to provide education in HIV/AIDS and related problems.



## **Non-Governmental Organisations**

- 4.23 NGOs have made a great contribution to education and evidently Zimbabwe hopes for their continued assistance with educational expertise and financial support. The Commission, however, wishes to recommend to NGOs a sound study of the cultural heritage of Zimbabwe and look for starting points within that culture. There is also need to discern carefully and ensure that ideas from other parts of the world are not in conflict with the sound cultural values and philosophy of Zimbabwe.

## **The Media**

- 4.24 The media is one of the most influential educational tools. The Commission subscribes to the view that stakeholders should use the media to provide sound education for Zimbabwe, promoting good moral values. As the use of internet increases in our schools, there would be need to carefully screen useful, relevant, holistically educative and wholesome materials for our children.
- 4.25 Zimbabwe has a wonderful tradition of story telling and is not short of writers and artists. The Commission feels that production of films, cartoons and literature of local content would be useful.
- 4.26 Society at large has to remember that the members of the national or even the global village have responsibility for shaping the future generation and upholding *unhu/ubuntu*.

## **5 CHALLENGES**

- 5.1 In line with the findings, the Commission believes that the nation, the family, the school, the media and churches are challenged to ensure that the education system produces a person with *unhu/ubuntu*.
- 5.2 The education system should produce youths who can face the rapid changes in the socio-economic environment without losing their identity and integrity.

5.3 The Commission challenges policy makers to shape up an education system that will produce youth with initiative, creativity, personal integrity and a spirit of service and commitment to ensure a bright future for Zimbabwe.

5.4 The Commission challenges adults to be role models for the youth.

## 6 RECOMMENDATIONS

The Commission makes the following recommendations which indicate that the family, school, college, churches and NGOs, media and society need to be involved in promoting the unhu/ubuntu philosophy and take an active part in the moral and ethical education of youth.

- 6.1 Parents, whose role is to be primary educators, should be provided with educational opportunities to gain insight into the educational needs of their children through interaction with educators and develop good parenting skills.
- 6.2 Teachers should promote ethical education, character formation and model *unhu/ubuntu*.
- 6.3 Home and school should develop in students and pupils a critical approach to using media.
- 6.4 The multi-faiths religious and moral education programme should be taught in relation to life and new challenges to morality.
- 6.5 School libraries should be stocked with books that project positive values and assist character development.
- 6.6 In view of the serious effects of the HIV/AIDS pandemic the home and school need to provide preventive HIV/AIDS education that leads to responsible behaviour. It must include compassion and care for those infected and affected.

- 6.7 More and better ways of instituting discipline should be established, involving parents, teachers and pupils, in a manner that is corrective rather than punitive.
- 6.8 Schools are to provide counselling, whether for career guidance, conflict or problem solution or personal growth.
- 6.9 The current counselling system by the Schools Psychological Services should be strengthened and extended to schools.
- 6.10 The Government and communities should establish a special educational channel through the media.
- 6.11 The right of entry should be revived along clearly defined lines to enable churches to support the moral and religious education in the schools.
- 6.12 The school should promote holistic education and expound the *unhu/ubuntu* philosophy.

## CHAPTER 5

### ORGANISATION AND MANAGEMENT

#### INTRODUCTION

The terms of reference require the Commission to

- *Review the organisational structure of the current education and training systems and suggest reforms of the same taking into account Government's policy to decentralise to local authorities (TOR 2.2.1)*
- *Advise on system-wide capacity building or enhancement and measures for capacity retention (TOR 2.2.4).*

- 1.1 The period soon after independence (1980) can be described as the period of reconstruction and development. During this period central government reserved to itself the direct control of policy, finance, administration and personnel in important areas of public service such as education. This has resulted in education organisations which are over-large, cumbersome and sometimes insensitive.
- 1.2 The Government attempted to redress the organisational problems by reorganising the education ministries. In the early 1980s the Culture Division was hived off from Education and made part of the Ministry of Youth, Sport and Culture. During the same time Manpower Development was put under the Ministry of Labour and Social Welfare. In the mid 1980s Technology was made part of the Ministry of Industry and Technology. In 1990 Culture, which had assumed a bizarre structure, was given back to Education. Soon after this Education was divided into three Ministries : Primary and Secondary Education, Higher Education and National Scholarships. At this time Technology was split between Higher Education and Energy Ministries. During the same time Manpower Development was appended to Higher Education and Technology.

In the subsequent government reshuffle, the Scholarships Department was annexed to Higher Education and Training and in 1995 Sport and Culture were again separated from Education and raised to the status of a ministry.

The reorganisations and reshuffles failed to address the root of the problem – poor management practices. The capacities of many public service personnel are inadequate for the tasks they are responsible for, resulting in serious inefficiencies and inequities.

1.3 ‘Capacity’ and ‘capacity building’ are among the most fashionable buzz-words of the late 20<sup>th</sup> century world over, and have become the catch phrases in the government of Zimbabwe circles. The Commission is immediately persuaded to consider the different forms of capacity and capacity building. We shall consider

- The capacity of the education ministry to satisfy the needs of the users, that is, to deliver the expected services in order to achieve and satisfy the nation’s expectations and its stated goals
- The resource capacity of the education ministry, that is, its financial, human, physical (buildings, equipment, vehicles etc), communications and data resources
- Institutional capacity to cover structure and organisation, distribution of responsibilities and resources, legislation and regulatory framework, bureaucratic systems of decision-making and management system, intellectual capital and institutional memory handling or databases
- The inter and intra relationships with other ministries and stakeholders as well as between various divisions of the education ministry. Here we shall consider capacity in the wider national policy including civil service reforms, and
- The capacity to change, that is, the ability to adapt to change and shaping change to effectively service education

1.4 The Commission is cognisant of the fact that our recommendations and recommended strategies should take into account Government's already declared 'policy' to decentralise to local authorities. It is not enough to appraise the Education organisation system's current capacity, as evident from its performance of existing functions. It is necessary to look ahead at the nature of those functions in future and to ask whether the human capabilities, the mind-sets and culture of the education system, the procedures and systems that it employs, its organisation and structure, are appropriate for the changing role the education ministry may be expected to play in the short-term, medium-term or long-term plan.

## 2 CURRENT SITUATION

2.1 Currently Education has two Ministries :

- Ministry of Education, Sport and Culture (MOESC), and
- Ministry of Higher Education and Technology (MOHET)

The Ministry of Education, Sport and Culture is in charge of general education stretching from pre-school to the Advanced Level General Certificate of Education. This also covers the non-formal route of general education.

The Ministry of Higher Education and Technology is responsible for all tertiary education that comes after general education together with all training systems.

2.2 The Ministry of Education, Sport and Culture has much the largest payroll of any ministry with about 105 000 employees on its books, the vast majority of whom are teaching in schools.

The Ministry's headquarters in Harare employs about 650 civil servants (SIDA/MOESC Capacity Study, Nov, 1998).

2.3 MOESC is centrally run from Head Office with personnel matters extending to the Public Service Commission in the Ministry of Labour, Public Service and Social Welfare. There are the Minister

and Deputy Minister, the Permanent Secretary and five Directors, each in charge of a division, are housed at the Head Office of the Ministry. The five divisions are Human Resources Development, Finance, Schools including Adult Education, Education Development and Sports and Culture. Each division has a Deputy Director, supported by an Education Officer or Education Officers.

The Ministry has 9 regional offices headed by Regional Directors. Until recently, the Regional Director had two deputies – one for primary schools and the other for secondary schools. The Directorate is supported by a number of Education officers in a number of specialised areas including secondary school subjects.

The Ministry has district offices. Restructuring in the Ministry has led to the creation of the post of the District Education Officer (DEO) who is in charge of the whole district. The DEO is assisted by two Education Officers and an Executive Officer. At the school level is the Head of Station and the School Development committee (SDC) or School Development Association (SDA).

- 2.4 The current Education Act stipulates that Education Advisory Boards be set up at both national and regional levels. However, no such boards exist.
- 2.5 Schools are owned by various authorities ranging from Government to Urban and Rural District Councils, Church organisations and farmers. There are a number of independent schools also called trust schools.

Government pays all teachers except the additional teachers employed by Responsible Authorities or other bodies that run schools. The State is in charge of Education Standards in the country through the Standards Control Unit.

- 2.6 The current functions of the Ministry of Education, Sport and culture include
  - Providing of assets like buildings and equipment

- Running government schools, that is taking the role of managers
- Hiring, posting and paying teachers
- Supplying books and equipment
- Paying grants and claims
- The fount of decision-making and power, that is, executive power
- Setting policies, targets, plans for the system's development
- Establishing standards and ensuring compliance with them
- Framing legislation, regulations, structures, procedures, codes of practice
- Compiling/keeping reports, registers, statistics on education, and
- Any other duties and powers conferred on the Minister by the Education Act. Clause 7 of the Act reads: "Subject to this Act, the Minister shall promote and enhance the education of the people of Zimbabwe and the progressive development of institutions devoted to that purpose and the Minister shall secure the provision of a varied comprehensive and constantly developing education service throughout Zimbabwe".

2.7 The Ministry of Higher Education and Technology (MOHET) also has a Minister, a Deputy Minister and a Permanent Secretary. The Ministry has four divisions : Human Resources and Development, Finance, Manpower Planning, Research and Development. Added to the four divisions are the Council for Higher Education and a UNESCO Desk. The Council for Higher Education is an autonomous body.

MOHET has no regional structures. However, the staff complement at head office as at the beginning of 1998, stood at 355 posts. The institutions that fall under this Ministry report directly to Head Office.

As indicated earlier on, some Government Ministries, parastatals, private sector companies, private entrepreneurs, NGOs, Church Organisations and communities own and run training institutions.



2.8 The Ministry of Higher Education's responsibilities include

- Setting policies to guide operations of the institutions
- Development of curricula, courses and examinations offered in both ministry and some private institutions
- Provision of both material and human resources to the institutions
- Provision of student funding
- Payment of lecturer's salaries, and
- Registration of private colleges and monitoring standards of training offered.

2.9 Starting towards the end of 1998 both Ministries of Education have been engaged in a restructuring exercise. What is actually involved in this exercise is merger or abolition of departments, sections and units, and shedding of grades and posts. On July 9 1998 the Chairman of the Public Service Commission announced that 24 000 civil service posts would be abolished in the 1998/99 period, 8 000 of them through rationalisation between June and December 1998 and a further 16 000 through sub-contracting of government services.

### 3 FINDINGS

3.1 The Ministry of Education, Sport and Culture concedes that the Ministry's education vision is unclear as shown by

- Lack of strategies to operationalise goals
- Ministry having agendas made for it by others, and
- An education administration which is a patching up exercise

The Ministry cites the causes as the excessive "fire-fighting" demands on the Ministry which divert it from long-term thinking, thus weakening education planning and development. They point out that the demands are both from within Zimbabwe and from without.

3.2 The same Ministry considers that the current organisational structure does not effectively cater for

- Policy formulation
- Strategic management and corporate planning
- Co-ordination
- Change management and public relations, and
- Staff training and welfare

3.3 Stakeholders who contributed evidence, consider that the district level structures are weak and not institutionalised. Authority and responsibility are not adequately defined and developed. Furthermore they think that the overall structure is compartmentalised, reflecting lack of structure for consultation and co-operation.

3.4 The Commission was overwhelmed by calls for the creation of one Ministry of Education. There were very few dissenting voices that spoke in support of two Ministries in education.

Respondents had different reasons for their call for a merger of the two Ministries. Some people said a merger would result in significant financial saving as there would be a reduction of staff. Some pointed out that having two Ministries resulted in a duplication of functions that could be carried out under a single organisation. Others pointed out that the Ministries did not co-ordinate enough to complement each other. It was alleged that in some cases the two Ministries work in competition.

3.5 The respondents often cited the training of teachers as an area where having two Ministries did not work well for the system. It was pointed out that one Ministry trained teachers, while the other utilised them. Trainees did their practice in the one Ministry while assessors came from the other. They observed that this caused a mismatch of goals and expectations.

3.6 Respondents made comments on the operations of Heads of Schools and Education Officers as managers of education. They argued that these operatives did not rise to the demands of their role. They suggested that all heads of schools should receive an induction course to equip them to manage effectively. Teachers and heads themselves

agreed that all heads of schools should be required to hold a formal qualification in education administration and management.

- 3.7 Stakeholders, especially education providers, pointed out that responsible authorities - like churches and local authorities – should be given greater responsibility in the organisation and management of their schools including the recruitment and appointment of heads.
- 3.8 Some of the evidence received called for the establishment of Education Authorities at both provincial and district levels – some called these Education Boards. Respondents wanted to see communities, through SDAs/SDCs, take an active management role in their schools.
- 3.9 From external visits, the Commission studied organisation and management structures of some decentralised education systems. The systems that appealed to the Commission most were those in Sweden, Japan and New Zealand. In these countries, the Commission found very strong local structures which had Education Boards that managed the education systems of the local communities. In these countries there was one Ministry of Education with a relatively small but highly professional staff complement. In these countries education is managed by autonomous bodies called agencies, or councils, or boards.
- 3.10 During its study visits to Sweden and the Netherlands, the Commission was exposed to the professional and effective management of the education for the disabled. In both countries there is an Agency for Special Education. These agencies manage and supervise the delivery of special education.

#### **4 COMMENTS**

- 4.1 The Commission is concerned about the quality and professionalism of the financial management in both Ministries of Education. The critical functions of planning, personnel and financial management continue to be entrusted to functionaries whose training is that of

teachers and clerks. Middle level financial managers come from the ranks of executive officers.

- 4.2 There is wasteful duplication of functions within the same Ministry and between the two Ministries.

There is too much regimentation within the Ministry of Education, Sport and Culture such as the different units in the Curriculum Development Unit which operate in isolation with very little co-ordination. At regional and district levels there are officers for culture, literacy, non-formal education and pre-school education who are not fully occupied – they have nothing to do on a day-to-day basis. These uncoordinated fiefdoms are a result of empire building at the top, or are a direct product of unplanned restructuring, or are the consequence of the ever changing education composition of functions.

- 4.3 A close look at the functions of the two Ministries of Education reveals a close parallel or replication of duties. The Commission agrees that the spectre of duplication is real – both ministries have curriculum development units, human resources divisions, finance, planning units, administration and examinations: all purporting to deliver the same commodity – quality education. These can be merged. We are in no doubt that a single Ministry would lead to greater resource capacity, efficiency and effectiveness.

- 4.4 The rationalisation of the Public Service will result in some reduction of personnel in both ministries; that should facilitate the merging of the two Ministries. The policy of decentralisation together with the increasing autonomy of institutions of higher education, should lead to considerable reduction of functions at head offices of both ministries. These considerations have led the Commission to support the majority opinion calling for only one Ministry of Education. The single Ministry of Education should have : a head office supported by a National Education Advisory Board, regional offices supported by Regional Education Advisory Boards, district offices supported by District Education Advisory Boards and the school supported by SDAs/SDCs.

- 4.5 The Commission concurs with the views of respondents who advocated for clear channels of regular communication, from level to level, as well as periodic reviews of the performance of the structure as essential for a motivated administrative work-force.
- 4.6 The Government's intention to restructure and reduce the civil service is desirable but, on its own it will not achieve the desired goal – quality management. A culture of responsibility and trust in the use of public resources will contribute to effectiveness, creativity and confidence in the civil service
- 4.7 The Commission is concerned about the wrangle between the Ministries of Education and the Ministry of Local Government and National Housing at District Council Level, and in particular at the school level. The administration of the per capita grant has been a bone of contention.

The question to be answered is 'Should each line Ministry go with its own powers to the area of the Responsible Authority?' This question will be asked more and more as we proceed to decentralisation.

- 4.8 In the event of a decentralised education system, the Commission has attempted to identify key functions that would be retained at the headquarters of a new-style Ministry of Education as
- Policy and planning for the system's development
  - Securing/promoting provision of education
  - Establishing the regulatory framework
  - Professional support, standards and quality control
  - National co-ordination
  - Public relations and reporting, and
  - Representing the system in its international dealings

## **5 CHALLENGES**

- 5.1 Recent Government policy documents emphasise the changing role of state and government in Zimbabwe's development, with a shift away from state direction and towards empowerment of civil society; away

from executive action and towards facilitation. The private sector, local authorities and voluntary organisations are challenged to take an enhanced role in economic and social development, working in partnership with government.

This has far-reaching implications for the role and structure of government ministries like Education, restricting their role as owner, manager and funder of enterprises and services, and emphasising the functions of facilitation. Directing and the executive functions of command and control give way to policy-making and standard-setting, support and advice, information and persuasion.

- 5.2 The challenges posed for individuals have been set out by the World Bank's 1996 Fiscal Management Review in the context of decentralisation

*This requires a fundamental change in the public service mentality, since the role of supporter and facilitator rather than direct manager is more complex. For many who have made their career climbing the public service ladder, this represents something of a paradox: those who are presumed to have better skills and authority at central level are now being 'reduced' to advisors to less skilled decision makers at local level. (FMR, Vol.2, Annex 2, para 33)*

- 5.3 A major challenge is presented by the Zimbabwe Vision 2020 document. Paragraph 5.1.1.1 of this document reads:

### **Civil Service Reform**

Civil Service reform entails rationalising government ministries and departments, with a view of making it more efficient and effective in public goods and service delivery. The key strategies are as follows

- Government shedding its non-core business to the private sector
- Devolving functions and responsibilities to local authorities
- Out-sourcing and sub-contracting the provision of goods and services
- Improving the remuneration packages for civil servants, and

- Instilling a culture of high performance within the civil service through appropriate training and skills management

## **6 RECOMMENDATIONS**

- 6.1 The Ministry of Education's organisation structure should be built around the functions to be performed rather than around personalities.
  - a. Delineate necessary functions
  - b. Build an operational structure
  - c. Assign persons to the duties
- 6.2 Merge the two Ministries of Education into one Ministry.
- 6.3 Education Boards should be established in each Region to advise the Regional Office of the Ministry on local needs and policy issues.
- 6.4 Government should issue a comprehensive statement on transfer of education management to Regional Offices and SDCs/SDAs.
  - a. Functions to be transferred
  - b. Funding arrangements
  - c. The roles and responsibilities at each level.
- 6.5 The Ministry of Education should invest more resources in aid management and donor co-ordination and should establish an accessible clearing house of key documents and reports.
- 6.6 The Ministry should develop a transparent human resource development strategy to improve staff retention.
- 6.7 The Ministry should develop strong communication and service links with other providers of education, such as churches, farmers, trustees and the private sector.

- 6.8 School supervision should be improved by
- a. recruiting competent heads and EOs, and
  - b. facilitating procurement of vehicles by EOs for use on official duties
  - c. enhancing the post of the District Education Officer
- 6.9 A separate authority should be created to plan, manage and supervise education and training for the disabled.



## CHAPTER 6

### DECENTRALISATION

#### INTRODUCTION

- 1.1 The terms of reference (TOR 1.4) require the Commission to collect evidence and make recommendations on

*"The establishment of an appropriate framework for the organisation and management of education and training systems, with particular attention to their institutional capacity and administrative, financial and legislative requirements for decentralisation of functions to local authorities and communities."*

- 1.2 Organisation and management of education refer particularly to the ways in which the chief goals of education and training are achieved. The attainment of these major goals will depend upon how efficiently education and training are handled, managed and administered at central, regional and district levels. It presupposes that whichever authority is participating in the management and administration of education, this authority will in effect be able to demonstrate the necessary capacity.

#### Clarification of Concepts

- 1.3 Various forms of 'decentralisation' have been introduced into education in a number of countries, with differing degrees of success. Zimbabwe should look at which form or variation of decentralisation is most appropriate to promote education and improve the delivery of the system. A clarification of some of the concepts may be important before suggesting any framework or strategies.

- *Decentralisation means the transfer of authority to other autonomous management and decision-making levels which are distinct legal entities and which will make policy and administrative decisions and assume full responsibility (Carlos N Malpica Faustor, P 9).*

- **Deconcentration** implies regulated delegation of authority, for which parameters and rules have been set, to other management and decision-making levels. While they have certain decision making powers with corresponding responsibilities, they remain part of a hierarchical structure and are accountable to higher level (Carlos N Malpica Faustor, P 9).
- **Devolution** is the delegation of power from central to local government. It implies a process that devolves progressively and allows for a transfer of authority and administration from central government to provincial government, local government or someone else.
- **Deregulation** is the removal of unnecessary restrictions on the informal sector to enable it to play a dynamic role (ZIMPREST, P 18).
- **Privatisation** in the education sector is assumed to mean the contracting out to the private sector of non-core services. Under this process there is rigorous specification of contracts so that the client (normally the school or college) can secure the quality and efficiency of services which they need.

In some countries a combination of decentralisation and deconcentration has been tried. Though central authority has been decentralised, they have maintained and even strengthened some aspects of its legislative and controlling powers (Carlos N Malpica Faustor, P 9).

- 1.4 In Zimbabwe, the Ministry of Education, Sport and Culture (MOESC) has decided to adopt all the five components of decentralisation which include delegation, devolution, deregulation, deconcentration and privatisation.

## 2 CURRENT SITUATION

### Historical Background

- 2.1 The first reference to decentralisation was made by the Prime Minister in his 1984 directive. A decentralisation policy was spelt out in more detail in the Rural District Councils Act of 1988 which transfers a wide range of powers, authorities, roles and functions from central government to rural district councils. The 1987 Education Act and in particular the statutory instruments No 87 of 1992 about SDCs and No 70 of 1993 about SDAs offer starting points for the decentralisation of functions to lower tiers, in particular for the delegation of management to school level. In the 1996 press statement by the Minister of Local Government and National Housing, the concept of the decentralisation policy was further expounded.
- 2.2 Vision 2020' (P 35) sees decentralisation as an essential process for development planning while the 'Zimbabwe Programme for Economic and Social Transformation' (ZIMPREST, P 16) stresses the acceleration of the process.
- Consistent with the policy of having the decisions that directly affect people's lives made by people themselves, central government is to accelerate the pace of decentralisation of responsibility and increase access to resources to the Rural District Councils (RDCs) and urban local authorities (P16).*
- 2.3 The acceleration of the decentralisation process is very evident now This raises the following pertinent questions
- To what extent have the Ministries of Education had the chance to put forward their views and realistic projections in respect of education?
  - Were they able to develop their own agenda and plan, having thought through all the implications and consequences as well as the logistics?
  - Do the Ministries have the capacity to implement decentralisation in view of the highly professional services they will be expected to provide?

The Commission believes that it is important to note that in the press statement of June 1996 the Minister of Local Government and National Housing made two important provisos in respect of decentralisation, namely that

- decentralisation is not to be taken as a strategy for dumping problems of sector ministries to Rural District Councils (RDC)
- decentralisation is a process and should be implemented cautiously and progressively.

2.4 The protagonists of decentralisation argue that participation generates greater responsibility, faster decision making and a more efficient service. Decentralisation advocates two principles:

- the principle of subsidiarity where decisions are made at the lowest level in the structure, provided there is the necessary capacity
- the principle of putting the money where the action is, that is into the hands of those best positioned to ensure that it is spent most efficiently to improve education and training.

A further economical consideration advocated by ZIMPREST is that a central structure, which absorbs much time, energy and resources to maintain itself could be pruned. The money saved could be invested at the place where it is most needed for the actual education process of children and youths.

2.5 While 'Vision 2020' is inspirational, the 1996 press statement by the Minister of Local Government and National Housing provides the thirteen principles of decentralisation, ZIMPREST contributes the essential working definition and document, accompanied by the 'Three Year Medium Term Development Plan' 1998-2000 (TYMTDP).

### **Recent Developments**

2.6 At the time of writing, the process of decentralisation has been initiated by both Ministries of Education.

- 2.7 Decentralisation appears to pose few problems for the Ministry of Higher Education and Technology (MoHET). Universities have always enjoyed some form of autonomy. The 15 Teachers Colleges, 8 Technical Colleges, 4 Vocational Training Centres (VTCs) and 24 emerging VTCs present a situation that is easily guided. As institutions have never been part of a regional structure or district structure, the intention seems to be to devolve responsibility to a management board for each institution. Basically a process of devolution for higher education means a greater autonomy in all aspects of administration and management for each institution. Coordination and criteria for registration and operation, policies and standards will be provided from a national level by the National Council for Higher Education. Institutions are relatively few and overseeable.
- 2.8 The Ministry of Education, Sport and Culture is faced with a much more daunting task as it deals with 4706 primary schools and 1539 secondary schools (Statistics of MOESC 1998). These figures do not include unregistered schools or registered literacy centres. There are also an estimated 3500 registered ECECs and 6500 unregistered ones (Information from MOESC). Early Childhood Education and Care is a growing sector, encouraged to develop from grass root level and is already operating in a decentralised fashion.
- 2.9 MOESC has just gone through a restructuring exercise by having taken Sport and Culture on board in addition to Education. It is now in the process of decentralising those functions outlined by the Minister of Local Government and National Housing in the press statement of July 1996
- siting, location, authorisation, construction and maintenance of schools, disabled children's centres, creches and school libraries
  - the establishment and maintenance of school grounds
  - procurement of textbooks and stationery not using per capita grants which should be directly disbursed to schools
  - collection of levies, fees and other charges for the running of schools
  - disbursement of building grants for secondary schools

An additional function mentioned in the ZIMPREST document has been incorporated by MOESC in their planning of decentralisation, namely the employment and payment of ECEC and literacy tutors.

- 2.10 There seems to be agreement that central government will remain responsible for the conditions of service for all teachers, the payment of their salaries and their professional development.
- 2.11 'Vision 2020', when referring to the development of human resources speaks of "establishing a framework for public and private partnership in the development of educational infrastructure" (P 44). This area deserves more attention.
- 2.12 ZIMPREST, which is geared for economic reforms and savings, has called for decentralisation coupled with a rationalisation exercise. This is taking place presently under such time-pressure that logistics and consequences of the implementation do not receive adequate consideration. The ZIMPREST document is not well known by the general public and Ministry's circulars deal with one stage or step at a time, so that consequently the public and schools have no clarity or overview of where this train of action will lead. It appears to many people like a dismantling of the education system. National and local education plans, comprising objectives and targeted programmes seem unclear and not available.
- 2.13 The three Year Medium Term Development Plan (TYMTDP) published in August 1998, but not generally available, provides a short term strategy for the implementation of VISION 2020. It looks to the decentralisation of management, financial and operational functions as a major strategy to improve efficiency and effectiveness of the education system. At present all discussions centre on the decentralisation of functions without addressing and assuring the decentralisation of monies and resources from central to local level. There is no clarity about how the quality of education will be maintained and improved under a decentralised system.

2.14 TYMTDP cites the following main objectives of decentralisation

- promotion of a more balanced development in the country
- design of more realistic projects and programmes which take into account local potential and constraints
- more effective coordination of development activities at various spatial levels through the dis-aggregation of planning functions
- strengthening of local political institutions and increase of people's participation in development to boost mobilisation of local resources.

The plan adds one further objective, which at the same time is part of the rationale for decentralisation, that is the attainment of fiscal structural stabilisation.

2.15 MOESC is in the process of decentralising and rationalising. A new type of district education office is envisaged. This new district education office comprises three education officers and will deal with professional issues and link directly with all local authorities on general education issues. The Ministry has authorised government schools to retain fees. Boarding is no longer subsidised, but the responsibility of parents. It has been suggested that staff selection committees be set up at school level for the recruitment of staff.

2.16 As part of the rationalisation and decentralisation process, functions and responsibilities have already been transferred to parastatals in the case of the 'Sport and Recreation Commission', the 'National Arts Council', the 'National Gallery', the 'National Library and Documentation Services' and the 'Zimbabwe Schools Examinations Council'.

### 3 FINDINGS

#### **Concept of Decentralisation**

3.1 The Commission's findings indicate first and foremost that people were not clear what government meant by the decentralisation of education and training. The major concerns arising were

- what is to be decentralised and to whom
- how this decentralisation affects the quality, development and delivery of the education and training systems

3.2 Respondents mentioned that while there was talk of decentralisation of functions, almost nothing had been said about the decentralisation of resources, of human expertise and finances. Little had been said about what decision making powers had been decentralised and to whom. People questioned what could be decentralised when resources were inadequate and capacity was limited. They regarded it to be a time when the system would desperately need revamping. The TYMTDP mentioned among other constraints for the human resources development sector

- inadequate teaching, learning materials
- inadequate equipment and lack of adequate funding leading to a high drop out rate

It was these deficiencies and the shortage of expertise at district level that people constantly referred to as the major obstacles to a workable decentralisation. They insisted that the country required a strong, well equipped centralised system before decentralisation could take place. They were afraid that anything else would be a recipe for disaster and would lead to the disintegration of the education system.

#### **Fears and Concerns**

3.3 People indicated that there had been insufficient consultation of the general public in respect of the adoption of a decentralisation policy. In the absence of the conviction that decentralisation could lead the



education system forward, people were not very forthcoming in making suggestions for an appropriate framework for the organisation and management of a decentralised education system.

- 3.4 It was remarked that the lack of a clear and simple explanation by government about what was meant by decentralisation and what it entailed had led to confusion and misgivings. It had left room for many interpretations, particularly in the light of the harsh economic climate and ZIMPREST with its plans for rationalisation.

The major fear expressed was that, in the present economic climate, government had run out of money and was using 'decentralisation' to pass on the responsibility for financing the system to other authorities. The experience of some schools which were left with unpaid bills by government for 1998, did not help to allay those fears. There was unhappiness about the implementation of decentralisation plans by MOESC that were progressing without waiting for the response the people would give through the Commission of Inquiry into Education and Training.

- 3.5 Teachers voiced their fears and parents their anxieties about decentralisation. Teachers who struggled in the past to become civil servants wished to remain in the civil service. They wanted their salaries as well as their conditions of service to remain the responsibility of central government. Their past experiences with local government had been unsatisfactory as their salaries were at times late or not paid. Their fears were allayed for the present as they continue to come under central government. In respect of the future, teachers were reflecting on the possibility of a Teaching Service Commission and a Teaching Professions Council.
- 3.6 Parents' major concern was about the curriculum, standards control, resources, financial security and transparency. They spoke about maladministration and corruption. It was recalled that Rural District Councils had failed them in the past by having diverted education funds to other purposes, such as the building of roads. Further, it was pointed out that even now some councils were unable to pay their bar attendants.

## **Advantages and Disadvantages**

- 3.7 Many people who had experienced education being hampered by an excessively slow bureaucratic approach, believed that decentralisation would enhance competent use of resources and better delivery. They would like to see certain functions introduced in the delivery and administration of education to drastically reduce red tape and enable decision making closer to the place of action and increase efficiency.
- 3.8 Then there were those who were able to see the possibility of tremendous benefits brought about by a participative approach in education, its administration and management. In a decentralised system more people at a lower level would be motivated by the vested interest for their children, put their shoulders to the plough and improve the delivery system of education. Some would like to see the decentralisation of resources, human and material, in particular finance and equipment. Others agreed that decentralisation was a good principle but expressed reservations that it could work in the present economic climate.
- 3.9 However, while regarding decentralisation as a move in the right direction, there were clear preferences for a process that would be implemented in a cautious and considered way to decentralise to authorities that could demonstrate the necessary capacity. It was in this context that some people would like to see a decentralisation of the development, infrastructure and management of schools to responsible authorities that have proven capacity such as churches, specific SDAs/SDCs, boards and trustees.
- 3.11 People said that education was as important as the security of the country and therefore should not be relegated to inexperienced local authorities. One of the reasons against decentralisation was the concern that it could lead to major differences in the provision and quality of education because of the varying endowments, natural resources and ability to raise revenue by various sectors of the population. Attention was drawn to the fact that the rural economic base was poor. There was also anxiety about the possibility that

decentralisation could open the door to abuses like regionalism, nepotism, political interference and corruption.

- 3.11 The past record of councils was marred with maladministration, corruption and intra-factionalism. Attention was drawn to the number of rural district councils, town councils and a city council that had been suspended within the last year alone. Officers were often unaware of the state of the schools and their needs because they had not visited them. People were afraid then that the quality of education would suffer.
- 3.12 Rural and urban councils themselves varied in their opinion about taking on such an onerous responsibility. They were keenly aware of their need for financial assistance from central government and their inability to handle education if entirely left to their own resources. Urban councils had the experience of having Health provision delegated to them without the necessary finances. In general, capacity and expertise would have to be improved drastically. The lack of capacity of local authorities was seen as the major stumbling block.
- 3.13 In a more recent submission, members of the Rural District Councils Association said that they would like to see a clear division of functions between the central government and themselves as regards provision of education. They thought that the Ministry of Education should take on responsibility for activities directly related to the output of education. However, they indicated that the RDC would like to be the educational authority in the district for setting education policies, subject to national education policy. They envisaged an education department in council under the direction of the RDC and responsible for policy, planning and programmes. It was regarded as essential for financial support to come to the RDC from central government.
- 3.14 The more evident it became, particularly from press reports, that decentralisation was an agreed policy by government and was being implemented under pressure of deadlines, the more vociferous people were in expressing the need for caution. They urged that the advantages and disadvantages of decentralisation should be weighed

carefully. Energies, time and money should instead be devoted to the reform of education. There was a resounding "no" to decentralisation, from individuals and groups at workshops, at a time, when the country was experiencing severe economic problems. They firmly believed that the outcome of decentralisation, the logistics for putting it into place and the possible consequences had not been given enough time and reflection and that implementation was decidedly premature.

### **The Process of Decentralisation**

- 3.15 People regarded it a prerequisite to have an effective, well funded centralised system before decentralisation could be considered. Improving standards of existing schools by central government to acceptable levels was seen as necessary before decentralising to local authorities. The latter could then concentrate on maintaining schools and responding to new needs rather than taking on and repairing dilapidated schools.
- 3.16 People expressed a preference for a participative approach in management based on partnership and dialogue, with transparency at all levels. They would consider it as detrimental to transfer the old autocratic bureaucracy.
- 3.17 There was a consensus from people of all walks of life about the need for a professional approach to education by the involvement at local council level of competent educationists and administrators.
- 3.18 The retention by central government of the following areas, which had surfaced as areas of concern, was appreciated. These were
- overall policy framework which serves as basis for planning and operation at regional,
  - district and local level
  - registration of schools
  - a unitary curriculum that shapes the future of the nation but provides the latitude to respond to local needs and cultural expressions
  - the employment, payment and conditions of service of teachers

- quality control and assurance of educational standards (inclusive of students' welfare)
- sourcing and disbursement of funds

3.19 The Churches were positive about the principle of decentralisation but believed that the implementation should be a well planned and prolonged process with the participation of stakeholders. They maintained that decentralisation would require the recognition of various legal persons with proven capacity, such as local authorities as well as churches, independent trusts or other civic bodies, entrusted with responsibility for educational services. The churches who own and manage a great number of educational centres requested to be regarded as responsible authorities in their own right. They wanted any funds for recurrent or capital expenditure, to which they would be entitled, to be directly transferred to them from central government and not through other authorities. National policies, curriculum and standards would be regarded the task of the ministries concerned after consultation with all stakeholders.

### **Essential Considerations for a Decentralisation Process**

#### **Capacity, Personnel and Resources**

- 3.20 Many people regarded the financing of education as the responsibility of central government, since they collect the taxes. They were aware that central government also had access to funds from cooperative partners, such as donors. Respondents requested that all these monies should be made available for the financing of education and training and to be distributed to local authorities for disbursement in a manner that would promote equitable provision for educational institutions and for human and material resources. There was a suggestion that other stakeholders, such as industry and the private sector, be encouraged to participate at different levels and supplement Government's provision at central or local level.
- 3.21 At the local educational institution, parents were prepared to supplement with a moderate, affordable fee, administered by a school finance committee, so that their children would have the essential

resources, in particular books. They maintained that the so called 'free education' had led to a situation where there was no money and children did not have the essential tools for learning.

- 3.22 Aware of the extreme poverty in the country, parents drew attention to the need for assistance for genuine hardship cases. With 61% of the population classed as poor and unable to provide basic needs (Raftopolous B. et al 1998, see 13), this would need to be a major consideration and would have to be effectively addressed.

### **Administration**

- 3.23 Respondents said that for any administration to be possible at local level, central government must decentralise resources instead of just functions. Although central government could make a commitment to decentralise resources or give local authorities necessary funds for education and training, there was scepticism as experience had shown that government did not always honour its obligations or did so in a tardy fashion. The Social DimensionS Fund (SDF) was cited as an example which owed schools and hospitals extensive funds.
- 3.24 Because local councils do not have a good record of administering schools, administrative expertise would have to be a prerequisite. This would need to be enhanced by capacity building.
- 3.25 Some people saw the urgent need for regional offices in liaison with district offices to deal with staffing, be that transfers or appointments or discipline. Others maintained that selection of staff should be the prerogative of the schoolhead and responsible authority and be conducted in a transparent manner.
- 3.26 The collection and retention of fees at government schools was one of the policies introduced in 1999. Opinions were divided on this as cases of maladministration had been known and consequently there was little trust. Checks and balances were therefore necessary.

On the other hand it was reported that since clear structures for the handling of the fees had not been introduced, some of the money was remaining idle when schools lacked adequate learning and teaching materials.

### **Management**

- 3.27 Many people regarded policy about the curriculum a key issue that should be handled centrally. There should, however, be scope and latitude to allow for specific aspects to be addressed in each region or district to meet special needs with adequate participation of all stakeholders.
- 3.28 Respondents were concerned about the falling standards in education and expressed the need for better management systems to be devised.
- 3.29 SDA/SDCs and other stakeholders felt that school management should fall under the jurisdiction of SDA/SDCs. This would allow them to manage school resources efficiently as well as be able to influence positively the ethos of the school.
- 3.30 It was remarked, however, that the growing sector of Early Childhood Education and Care, encouraged to develop from grassroots level and operating in a decentralised fashion, was an example of uncoordinated progress, limited access and lack of adequate financial and professional support. There was a plea that central government take on responsibility for the training of teachers and their remuneration.

### **Present Legislation**

- 3.31 Attention was drawn to the Education Act (1987) and subsequent statutory instruments (87 of 1992 and 70 of 1993) which empowered SDA/SDCs to manage schools. At the same time the Rural District and Urban Council's Act also empowered councils to manage schools, hence the clash of interest. People expressed the need to synchronise these Acts in as far as they relate to education. Councils in particular saw that this legislation made the SDA/SDCs responsible authorities within a responsible authority, therefore they recommended that it be

made clear that SDA/SDCs would have to report to the council or respective responsible authorities.

- 3.32 People expressed reservations about the calibre of the members of the SDA/SDCs and the current one year term of office. Respondents recommended that the review of legislation pertaining to SDA/SDCs, increase the current one year term of office to three years, provide capacity building and built-in mechanisms to remove incompetent or corrupt office holders.

### **Findings from Visits to Other Countries**

- 3.33 The Commission saw successful examples of decentralisation in some of the developed countries visited. These countries had a good resource base, capacity and expertise at provincial/regional levels. However, other developed countries are still moving very cautiously on decentralisation of education, finance and management. In the UK decentralisation has been particularly successful where school boards have taken on management and are responsible for virtually all aspects apart from major building projects.
- 3.34 The experience of Colombia points to the need to attend to professional capacity building at district level, to provide induction of education officers to the aims of education and various educational projects, to give role descriptions that would include animation and supervision of schools. Programmes like the 'Escuela Nueva' (the New School) were well established at school level, had a firm base and well organised checks, consequently they were not influenced by the lack of capacity in some districts.
- 3.35 In Mauritius for example we were made aware of the temptation to decentralise only unpalatable aspects of education. They made it clear that principles must be spelt out in any process of decentralisation and adhered to. The principles incorporate the following
- functions to be decentralised to regions and schools need to be clearly defined



- need for commitment and transparency when decentralising educational functions to local authorities
- the paramount importance of decentralising resources when responsibilities are decentralised
- the core business of education and learning should not be disturbed by decentralisation
- there should be a clear distinction between decentralisation and devolution
- capacity building for professional personnel, such as heads and staff, is a prerequisite to decentralisation
- decentralisation needs careful study and should not be rushed
- for the management of a decentralised system, Regional Directors and stakeholders should prepare an annual improvement plan to be approved by the Minister.

3.36 The Commission did not have the opportunity to visit African countries (apart from Botswana and Mauritius) to see the effects of decentralisation, positive or negative, and draw conclusions from these.

## 4 COMMENTS

### Introduction: Objectives and Criteria

- 4.1 The major aim of the education system in Zimbabwe should be to provide an accessible, affordable, equitable education that is characterised by quality and relevance to the Zimbabwean needs and aspirations. It must take into account the development of the human resources of the country as a whole. In this context it must be realistic and provide a holistic education based on unhu/ubuntu and pave a path that leads to employment or self-employment. It must lead to poverty alleviation in a situation where 61% of the population are regarded as living below the poverty datum line (B Raftopolous et al, P 13).
- 4.2 The above then is the major aim of education and training. What matters is to organise education and training and its administration and management in such a way that it will guarantee quality delivery

of the envisaged education structure. Whether to improve a centralised system or to explore different forms of decentralisation depends on the estimated capacity and performance levels of the model that is being selected.

4.3 It is recognised that decentralisation has been enunciated as a policy but there is need to draw attention to the fact that there may be different ways of implementing this policy to ensure the major aims of education and training are guaranteed. Lack of consultation on the one hand, examples of mismanagement on the other, together with the fear that government will not decentralise funds and resources, have been some of the reasons why this policy has not been welcomed.

4.4 Great caution, careful planning and constant evaluation are essential. It is important therefore not to rush what has been clearly termed to be a 'process', to heed in particular the people's request about country wide, consultation and their concerns that proven capacity is an indispensable prerequisite.

The decentralisation policy needs to provide a basis for credibility and future security. Clarity and an assurance of adequate finance are key issues. Without these, people regard decentralisation as a leap in the dark.

4.5 The primary point of delivery of education is at school level. While decentralisation may mean that responsibilities and finances are delegated to another level of Government, regional/provincial or district, decentralisation in many parts of the world goes further and delegates the bulk of responsibilities and finance to schools and colleges. This is generally known as local management of schools and colleges. The principle behind this is that decisions are best taken by those who are close to the users of the service.

4.6 The Commission would see great value in the following

- more case studies and an analysis of what leads to the enhancement of education and training in a decentralised system and what does not do so

- wider and more intense consultation of stakeholders and citizens, free from implementation pressures
- development of partnerships with various authorities
- establishment of professional councils
- piloting of decentralisation in some districts
- management in schools/colleges of fees, per capita grants and other monies made available to the school or sourced by the school.
- professional administration by the regional and district education offices.

The principle of participation can be applied by stipulating which functions, responsibilities and resources are to be delegated to different authorities at district or school level.

#### 4.7 **Role of Central Government**

The role of central government is to be the guardian of the national education and training system, its equity, quality and relevance. The Commission concurs with MOESC that central government therefore has to retain responsibility for overall policy and planning, registration of schools, employment, conditions of service and salaries of teachers. The curriculum and standards control are regarded as crucial areas to be attended to by central government.

#### **Delegation to Autonomous Professional Councils**

- 4.8 After adequate consultation with teachers, and following mutual agreement, employment, conditions of service and payment may be devolved or delegated to an autonomous Teaching Service Commission and Teaching Profession Council. This would be similar to the exercise that has already taken place in the case of the Sports and Recreation Commission, the National Arts Council, the National Gallery, the National Library and Documentation Services, as well as the Zimbabwe Schools Examinations Council. Likewise a Curriculum Council, supported by a strong Curriculum Development Unit, should be established.

## **Implementation Stages**

- 4.9. If decentralisation is meant to empower people, then ways must be found to inform and consult people. People need to be brought on board at every step of the process, or there is no chance of success. In view of the fact that decentralisation is a process and respectful of the many concerns expressed by the people, the paramount importance of capacity building and attainment by different authorities deserves priority attention.
- 4.10 Pilot projects will help to assess capacity and discover workable modalities. They would test different situations at school and local government level and give further indications about logistics and consequences.
- 4.11 Councils that have a good track record should be among the first to have a chance to take on overall responsibility for schools in their district.
- 4.12 The Commission concurs with the desire of people to have those administrative issues decentralised that cut down on bureaucracy and make the system more efficient. This applies particularly to resources and their maintenance.
- 4.13 Every other aspect of decentralisation needs to be carefully planned and monitored. Implementation of decentralisation should be done step by step, progressively, and stretch over 5 to 7 years. At each stage an evaluation is appropriate and should lead to the integration of new learning.

## **Different Authorities, their Roles and Responsibilities**

- 4.14 The Commission considers it vitally important to clarify the roles and responsibilities of different authorities, since current legislation is not presenting a distinction and linkages between the various authorities. This leaves room for confusion, friction and frustration for all concerned.

- 4.15 The Commission recommends that MOESC produces, as a matter of urgency, a consultation paper on the issues detailed below and that a clear and comprehensive statement of roles and responsibilities is made by July 2000. This should be based on the principle that the local council or responsible authority has responsibility for the provision and maintenance of school/centre sites and premises but that the educational issues are the responsibility of the MOESC except in agreed cases where they rest with the responsible authority.
- 4.16 There is a difference between central government, local government and responsible authorities. Central and local government have at times a dual role, that is when they act as government and when they also act as responsible authority for schools. Central government has generally taken better care of its schools than local government. The Commission would like to see the running of council schools greatly improved.
- 4.17 Since central government has decided to decentralise all its schools to local authorities, there is need to come up with a funding mechanism for the equalisation of all schools. This is in recognition of the fact that local authorities have no tax base.
- 4.18 The district council, in dialogue with the community, is to determine the site for the construction of its own schools and those of other responsible authorities. The construction of schools, as well as their maintenance and running, is appropriate for the responsible authority. A council will construct the schools for which it is the responsible authority.
- 4.19 Churches, mine schools, trust schools and schools belonging to other civic groups should have specific partnership agreements between themselves and central government for the education they provide and the schools they own and/or administer and manage. For matters pertaining to premises/siting of new schools they should approach local government. On the other hand councils may approach them and request their services in a given district.

- 4.20 A responsible authority, which generally is the owner of an institution, has an added obligation for a school or college. It is responsible for relevance to the needs of the users, maintenance and development, ethos and character of the institution.
- 4.21 Grants and donations designated for education, received by the council, should be disbursed for the educational establishments in the district and in response to their needs and according to a given formula.
- 4.22 The per capita grant for the benefit of the school, as well as the collection of fees or levies should be administered by the school and its management, be that an SDC/SDA or their equivalent. Fee levels should be agreed by the Regional Office of the MOESC. In respect of levies, hardship cases should receive consideration for exemption. The legislation should be reviewed to make this clear in order to avoid children being excluded from school because of non-payment of a levy.
- 4.23 In special cases government should be entitled to delegate the duty of responsible authority to an SDC/SDA, rather than the respective local authority. This responsibility would exceed the usual task of managing the affairs of the school.
- 4.24 It has been determined by the MOESC that the employment and payment of ECEC teachers and literacy tutors should fall under the council. The Commission sees that ECECs which have started as a community project would benefit from community interest and involvement. However, revenue for the payment of teachers should be the joint responsibility of the community and local authority. It must be adequately subsidised by central government, according to a given a formula.

### **Professional Administration Structure**

- 4.25 The Ministry of Education, Sport and Culture should maintain a professional structure for the supervision of the core business of education at national, regional and district levels.

At district level education officers would need to be retrained and, for logistic reasons, councils would need to be part of the system for planning or dealing with issues pertaining to premises and functions.

- 4.26 The main arteries of the system should not be the District Education Offices but rather the Regional Education Offices. Communication with 9 Education offices would therefore speed up decisions and action. Head Office would in this way have a short line of management and communication to all schools and offices through the team of nine Regional Directors.

### **Local School/College Management**

- 4.27 Responsibility for the management of resources should be delegated over a period of time to schools/colleges. Local management of the school by the school committee or board is concerned with more than budgeting and accounting procedures. Effective management enables schools and colleges to plan the use of resources, including their most valuable resource which is the teaching and non-teaching staff, to maximum effect in line with its own needs and priorities. Local management of schools/colleges has the tremendous potential for the following that would result in positive returns

- freedom of the school/college to determine priorities
- improved forward planning by school/college
  
- capacity to determine own staffing arrangements
- virement between budget headings
- speed of decision-making and action
- teacher involvement and motivation
- fairer distribution of resources
- incentive to save/generate finance
- greater involvement of local community

Problems foreseen are such as

- the time spent on local management might detract from time for curriculum development and teaching
- financial difficulties if the budget is inadequate
- too little support and training when management is introduced at this level
- increased stress for head/principal and staff.

4.28 Local school management, however, will link with the district by having a councillor serve on the committee of the council school, that is in a school under the jurisdiction of the council.

4.29 The manner in which responsible authorities, such as churches, missions, trusts and others, manage their schools should be spelt out in the overall agreement they have with government. Where responsible authorities have schools, in management at local level, they should have their own representative on the school committee.

### **Capacity Building**

4.30 The Kerr Commission and the Judges Report already grappled with the concept and practice of decentralisation. They took a cautious stance and their major concern was a lack of capacity of local councils. Although the current political and economic situations are different, the capacity of local councils remains the key issue and may not be ignored.

4.31 Without capacity building, there is no firm foundation for any decentralisation process. There is a need to initiate urgent action for designing and implementing capacity building programmes that are transparent and effective. Although the current capacity building programme is a step in the right direction many respondents were not sure whether the programme will be able to achieve the intended goals. This is because people are not well informed about the programme and because it is trying to build capacity on the current calibre of officials, who in some instances are underqualified or have given rise to many concerns.



- 4.32 Therefore capacity building should start with the appointment of suitably qualified personnel to local authorities. Council should appoint a professional education officer. Capacity needs to build on potential. Frequent turnover of councillors generally affects capacity negatively. After that, capacity building has to go beyond mere development of some technical skills and knowledge. It should aim at the attitude of the people involved and instil commitment to democratic principles and a participative process.
- 4.33 More than that, capacity building should be able to create a new management culture, a culture built on trust, honesty and freedom, not on suspicion, corruption and control. This is necessary for decentralisation to work, for it presupposes transparency in transactions at all levels and professional confidentiality in official matters.
- 4.34 Capacity building in Tertiary education will require transparency in the appointment of college principals in view of the people's concerns about the performance of "political appointees". Principals will require professional management training for their new roles. In addition, there will be need to appoint suitably qualified people, with professional expertise as well as commitment to college development.

## **5. CHALLENGES**

- 5.1 The challenge is to find a way of organising the education system that will guarantee improved delivery of relevant and high quality education and training.
- 5.2 Structures will have to be flexible enough to meet the demands of changing times and technology. They should encourage democratic participation of citizens in exercising their basic parental rights and responsibilities for the education of their children and themselves in the context of the difficulties presented by the economic situation. Bureaucracy needs to be pruned at every level where policies are formulated and implemented.

- 5.3 A major challenge will be the construction of positive partnerships in the delivery of education, so that the country will maximise all the potential it has. Decentralisation, if it is genuine, recognises that responsible and approved persons other than central government can exercise authority and functions in education. Policies and strategies must be such that they entice involvement of stakeholders in strengthening the competence and efficiency of the service. The best professionals have to be attracted and make their input.
- 5.4 Corruption and mismanagement have to be eliminated.
- 5.5 The mobilisation of resources and the attainment of fiscal structural stabilisation will be required for the development of the human resource potential of Zimbabwe.
- 5.6 A decentralised system will be meaningless unless it develops a shared responsibility for assuring access to education, and alleviates poverty.
- 5.7 The most basic challenge, however, is that of developing trust, honesty and commitment, without which no structure can deliver and benefit the people.

## **6. RECOMMENDATIONS**

Given that access, equity, relevance and quality of education and training are the major objectives, it is recommended that central government looks at a system of organisation, administration and management that will guarantee these. Decentralisation and local management do not mean a weakening of Government responsibility and control. On the contrary, effective delegation requires

- a firm framework of government policy
- clear accountability at all levels
- reliable audit procedures
- regular and consistent monitoring and inspection of schools and colleges

Decentralisation presupposes effective involvement of people at different levels. The Commission advocates that a process be chosen that has the potential to enlist the input of the Zimbabwean people and allows them to find a unique and manageable approach to decentralising resources, finance and responsibility for the enhancement of education and training. The Commission recommends three stages.

### **Preliminary Stage**

- 6.1. Campaigns to raise people's awareness and understanding of the decentralisation of education. This should involve
  - clarification of the term 'decentralisation' and its many variations
  - spelling out the rationale for decentralisation and the desired outcomes
  - being explicit about what is to be decentralised and to whom
  - presenting a blue print of the envisaged overall plan of the decentralisation of functions, responsibilities and resources for discussion in all provinces
- 6.2 Public debate and wide consultation with the public at large, not limiting this to selected stakeholders.
- 6.3 A research project into the capacity of local authorities, urban and rural, as well as that of school management committees (SDA/SDC or their equivalent).
- 6.4 Consultation paper and subsequent comprehensive statement on roles and responsibilities of: local authority, responsible authority and Ministry of Education
- 6.5 Nationwide piloting of decentralisation for the sake of testing the appropriateness, capacity and workability of the decentralisation and its varied modalities in urban, rural, affluent and deprived situations.

## **Preparatory Stage**

- 6.6 Initiate and continue a programme of capacity building at
- central, regional, district level
  - school/college level that is for the school committee or boards as well as the head/principal and staff for at least two years
- 6.7 Develop a distributed geographical information system for education (Data base of capacity of human and other resources).
- 6.8 The facilities of schools (especially those without minimum standards of classrooms, books, desks) should be brought up to standard before decentralising.
- 6.9 Financial arrears, such as SDF and grants-in-aid, should be settled by central government prior to decentralisation taking effect.
- 6.10 Grants-in-aid and scholarships for needy pupils/students should be paid to local authorities at least three months before the new school year so that realistic budgeting can take place. This is to benefit all schools in the district and ensure access of all children to basic education.

## **Implementation Stage**

- 6.11 Central government should retain
- policy formulation, access, provision and registration,
  - quality and standards control, exercised through regional and district offices
  - teachers' conditions of service and salaries
- 6.12 Central government should establish
- a Teachers' Council with a Teaching Service Commission

- a National Curriculum Council, supported by a strong Curriculum Development Unit
- 6.13 Central government should increase its financial resource for education to meet the new demands and equitably distribute to appropriate authorities. Disbursement should favour equity and address poverty.
  - 6.14 Central and local government should disburse funds in advance according to an equitable formula.
  - 6.15 Decentralise financial and material resources only to those local authorities that have proven capacity for transparent administration.
  - 6.16 Encourage financially better placed schools to forgo the per capita grant for redistribution to needier schools.
  - 6.17 Work out partnership agreements with providers of education other than government, such as churches, trusts, civic groups and associations.
  - 6.18 Local authorities/ responsible authorities should have responsibility for the provision and maintenance of sites and buildings for schools/educational centres.
  - 6.19 Responsible authorities, other than local authorities, such as churches, mines, trusts or civic bodies to be recognised as authorities in their own right by central government and to be dealt with in their own right and not through local authorities.
  - 6.20 Management of schools/colleges to be delegated to management boards or school committees. For this purpose fees or levies are to be retained at school in addition to the per capita grant.
  - 6.21 Staff selection should take place at school level by the head in dialogue with the responsible authority and a small committee. Transfers/appointments should then be processed through district and regional education offices.

- 6.22 The responsible authority, whether council, church, trust or other should select the candidate for appointment as head of their school.
- 6.23 Checks and balances to be set up to secure transparency and accountability by all stakeholders and authorities. Central level would provide audit for the region, who in turn would audit the districts. Local authority schools would be audited by the district with reserve powers for audit resting with the Ministry. Educational institutions belonging to other authorities would have checks and balances as per their own constitutions or their partnership agreements with central government.
- 6.24 In the case of tertiary institutions some responsibilities could be devolved from head office to the college broad and principal so as to achieve autonomy in the running of the institution.
- 6.25 Review of legislation to be considered in respect of the following : the Education Act and the Urban and Rural District Councils Act to be synchronised where they relate to educational issues and provision.
- 6.26 The statutory instrument for SDCs and SDAs to provide for
- The widening of their membership to include stakeholders and professionals, in particular educationists, and broaden their terms of reference to meet new demands
  - The term of office of SDCs and SDAs should be increased from one to three years to allow for education related capacity to be built up and continuity established.

## CHAPTER 7

### FINANCING EDUCATION

#### INTRODUCTION

- 1.1 Human resources are the most valuable assets of any nation, for they are the primary motivating force behind all social, economic and technological development. However, the quality of human resources is a critical element in the ability of any nation, not only to master, harness and utilise the physical environment, but also to develop, survive and prosper in the competitive and dynamic world of tomorrow. Thus, if this asset is not developed, through education and training and utilised effectively, physical and natural wealth cannot be converted into goods and services that satisfy the needs of society.
- 1.2 Human resources development is a long-term process and an expensive investment with heavy demands on societal resources. It is inefficient and socially undesirable to offer education and training facilities for an education system that does not provide students with qualifications or skills for which there are perceived socio-economic needs. It is, therefore, vital that investment in human capital be carefully discerned and implemented.
- 1.3 Given the above scenario, the Commission in Terms of Reference (TORs) 2.3.1, 2.3.2, 2.3.3 and 2.3.4 has been tasked to address the following issues
  - financial resource allocation
  - financial resource generation initiatives
  - the self-help system of financing education
  - initiatives that encourage participation of local communities and other stakeholders

## **Education and Economic Development**

- 1.4 Zimbabwe is well-known for its rapid educational growth since independence. This is evidenced by the 101% expansion of primary schools, from 2 321 in 1979 to 4 659 in 1996 while the secondary school sector witnessed a 763% expansion rate from 177 in 1979 to 1 528 schools in 1996.
- 1.5 The primary school enrolment increased by 102% from 1 233 994 in 1979 to 2 499 381 in 1996 while the secondary enrolment increased from 74 321 in 1979 to 760 576 in 1996 giving a 923% rise.(Zimbabwe, 1996)
- 1.6 This phenomenal educational growth rate has not been matched by economic growth, which saw the GNP growth rate averaging 0.3% during the period 1980-1993 (Young-Wha Kim, 1998). This has been further compounded by the high population growth rate averaging 3%. While in some countries the growth of education has impacted positively on the growth of the economy, this does not seem to be evident in Zimbabwe. The education system churns out about 300 000 school-leavers every year into the job market where the economy is capable of just creating an average 10 000 jobs per year. At present the problem of unemployment is unofficially pegged at around 55%. In fact, the education system imparts inadequate and irrelevant entrepreneurial skills. This implies that money invested in education has not always produced desired results.
- 1.7 In this regard, it is imperative, therefore, for the country to come up with a system of financing education and training that is affordable and focused to bring economic returns. Hence, this calls for all the stakeholders to play their part in the financing of education and training. These are government, the private sector, parents, churches, trustees and non-governmental organisations.



## 2. CURRENT SITUATION

- 2.1 Zimbabwe is facing economic problems that have led to a decline (in real terms) in public funding for education. At the same time, there has been increased competition from other sectors of Government for scarce funding. This calls for increased efficiency and improved management of public funds.
- 2.2 The Ministry of Education, Sport and Culture has no statistics on the unit cost for financing a student's education from Grade 1 to Form 6. With unit cost figures, it would be easier to visualise what given partners in education contribute in financing education. At the same time, it would have been easier to recommend which partner increases their contributions towards funding education, as each partner might claim to be already contributing much to education. However, in most cases it is very difficult to estimate parents' spending on education, hence the concentration on government spending through the fiscus, in educational resource allocation. Since education is a public good, government has the obligation to take the lead in funding education, though with assistance from other stakeholders.

### **Financing Education by Government**

- 2.3 Zimbabwe has generally maintained public educational expenditures at above 5% of GNP since Independence. This constitutes an average 18% of the national budget. (See Table 1)

**Table 1**

**Public Educational Expenditure as a Percentage of GNP and National Budget by Year**

Year	%age of GNP	%age of Nat. Budget
1970	3.4	-
1975	3.6	-
1980	6.6	14.0
1985	9.1	15.5
1990	10.5	14.4
1992	7.4	15.3
1995	-	12.5
1999	-	35.0

*Source: Ministry of Education, Sport and Culture.*

**Prioritisation of Educational Investment**

**Table 2**

**Composition of Educational Expenditure by Level of Education**

Level	Year		
	1990	1995	1999
ECEC	<1%	<1%	<1%
Primary	53%	50%	54%
Secondary	28%	26%	27%
Higher	18%	23%	18%

*Source: Ministries of Education*

2.4 The Zimbabwe Government invested less than 1% of the total education budget in ECEC and 54% primary 27% in secondary and about 18% in higher education in 1999. Table 2 above implies that this trend has been maintained for the past decade. The so-called NICs countries like S. Korea, Hong Kong, Singapore and Thailand

- chose the educational investment policy, which gave priority to primary education (Young-Hwa Kim, 1998).
- 2.5 In Zimbabwe, education and training accounted for about 35% of the national budget in 1999. However, in the Ministry of Education, Sport and Culture about 93% of the education budget goes towards salaries, leaving a paltry 7% for the non-salary inputs which are used for the provision of instructional materials, school buildings and teachers' houses. (See Table 3 below)

**Table 3**

**Percentage Distribution of Vote Allocation for the Ministry of Education, Sport and Culture : 1997 – 1998 (1999)**

<b>Item</b>	<b>Percentage (%)</b>
Salaries	92.6
Grants	2.8
School Services	3.0
Subsistence and Transport	0.5
Construction Work	0.4
Incidental Expenditure	0.4
Others	0.3
<b>TOTAL</b>	<b>100.0</b>

*Source: Ministry of Education, Sport and Culture*

### **Grants**

- 2.6 Central government provides funds for all administrators and teachers' salaries and grants-in-aid to schools. The grants-in-aid include
- tuition grants which are payable to all schools
  - building grants which are payable to all secondary schools to assist in capital developments
  - boarding grants which are payable to boarders at secondary schools (discontinued in 1999)

2.7 Table 4 below indicates the fixed grants provided for voluntary agency schools by the government. The grants are not expected to cover the full costs of the buildings, so the agencies must find the balance. Provision of these grants allows the government to require minimum standards of construction.

**Table 4:  
Building Grants in Zimbabwe, 1999**

Item	Current Amount	Proposed
Administration Block	Z\$ 52 000	Z\$182 000
Library	37 000	129 000
Classroom	28 000	98 000
Geography Room	40 000	140 000
Laboratory and Store	71 000	248 000
Woodwork Room and Store	35 000	122 500
Metalwork Room and Store	36 000	126 000
Home-craft Room and Store	27 000	94 500
Agricultural Building	16 000	70 000
Toilet Block and Tool Store (Blair)	9 000	40 000
Dormitory and Toilet Block for 64 pupils	172 000	602 000
Kitchen, Dining Room & Store for 144 pupils	182 000	637 000

*Source: Ministry of Education, Sport and Culture*

**Table 5  
Per Capita Grants as at 1999**

Primary (per annum)		Secondary (per annum)	
P1	\$10	S1	\$10
P2	\$25	S2	\$20
P3	\$ 50	S3	\$ 40

*P3 and S3* - rural primary and secondary schools respectively  
*P2 and S2* - high density urban primary and secondary schools respectively  
*P1 and S1* - low density urban primary and secondary schools respectively.

- 2.8 The per capita figures given above and the prioritised figures in Table 2 shows that government expenditure in education is biased towards primary schools and education in rural areas. A rural primary school pupil gets \$50 per capita grant from government as compared to \$40 for a secondary school pupil in the same area.
- 2.9 In reality, the per capita figures do not give the true picture since the allocation of \$50 for a rural pupil does not compensate for the disadvantages of operating in a severely constrained environment. Considering that the per capita figures taken are in nominal terms and do not take into account inflationary trends, the reality is that government support for education is decreasing in real terms.
- 2.10 The private sector plays an important part, where religious groups, companies and philanthropic trusts have established private and non-governmental schools and colleges. Parents working independently or with NGOs, contribute labour and levies in the construction of schools.

### **Financing Higher Education**

**Table 6**  
**Percentage Distribution of Vote Allocation for the Ministry of Higher Education and Technology, 1999**

<b>Item</b>	<b>Percentage (%)</b>
Salaries	31.0
Subsistence and Transport	.8
Grants	46.9
Colleges	3.7
Development	15.2
Others	2.4
Total	100.0

*Source: Ministry of Higher Education and Technology*

- 2.11 Table 6 above shows that the bulk of the budget of the Ministry of Higher Education and Technology, that is, 47% goes towards student support and other grants. This is followed by salaries which take up another sizeable amount of 31%. Very little is left for other things, for

example maintenance, furniture and equipment. The 15% for development was mainly allocated to the National University of Science and Technology (NUST).

**Table 7**  
**The Cost of University Education: The University of Zimbabwe Scenario, 1999**

Faculty	U/Cost P.A	Support Rate P.A	Grant 20% P.A.	Tuition P.A	Loan P.A
Arts	\$ 80 680	\$ 17 200	\$ 3 440	\$ 1 450	\$13 760
Education	\$ 85 380	\$ 17 200	\$ 3 415	\$ 1 450	\$13 760
Medicine	\$135 200	\$20 544	\$ 5 408	\$ 1 650	\$15 136
Agriculture	\$131 980	\$18 469	\$ 5 275	\$ 1 650	\$13 194
Engineering	\$107 280	\$18 469	\$ 3 694	\$ 1 650	\$14 775
Law	\$ 82 080	\$17 200	\$ 3 440	\$ 1 450	\$13 760
Commerce	\$ 69 780	\$17 200	\$ 3 440	\$ 1 450	\$13 760
Social Studies	\$ 70 680	\$17 200	\$ 3 440	\$ 1 450	\$13 760
Veterinary	\$280 780	\$19 738	\$ 3 948	\$ 1 650	\$15 790
Science	\$115 000	\$18 469	\$ 3 694	\$ 1 650	\$14 775

*Source: Ministry of Higher Education and Technology*

2.12 Table 7 shows the unit cost per annum for given fields of study and respective student support rates per annum for the University of Zimbabwe. For example it would cost \$80 680 per year to train an Arts Student at UZ, but only \$17 200 is available for support. Twenty percent of the \$17 200 is grant and the rest is loan. Government pays 50% of the total support rate and the remainder 50% is borne by the student. In the event the student has failed to raise the 50% a 'means test' is conducted for further award of the remaining 50% by the state but wholly loan. (See Appendix). From the total support rate of \$17 200, only \$1 450 is tuition fees per annum.

2.13 In the case of other tertiary institutions like polytechnics, the situation is more interesting. Table 8 shows a financial model for Bulawayo Polytechnic (1998) on, 'who carries the burden on funding tertiary education?' From the model, it is clear that government meets about 70% of the total financial requirements for Bulawayo Polytechnic in a given year. Sixteen and a half percent of the annual budget is met by industry through ZIMDEF. Only thirteen and a half percent, is contributed by the student. The 13.5% contributed by the

student includes about 10% VTL, hence, the student is contributing only 3%.

- 2.14 In this case, there is still scope for parents or students and the private sector to increase their contribution towards higher education funding. Figures on the contributions by the private sector in the form of scholarships and bursaries are not captured. The actual fee structure as indicated on Table 8 is \$100 tuition and \$480 boarding fees per term.

**Table 8**  
**Who Carries the Burden? Financial Model for Bulawayo Polytechnic, 1998**

Item	Percentage (%)
Student Contribution : Fees & VTL	13.5
Government Support	70.0
Industry Support : ZIMDEF	16.5
Total	100

Actual fees charged per term:

Tuition only \$100  
Boarding fees only \$480

*Source: Ministry of Higher Education and Technology*

- 2.15 This shows that the state heavily subsidises higher education. In the case of private universities, the state support rate becomes relatively small as these charge market rates. Students in private tertiary colleges are not supported by the state.

### **Funding of Research**

- 2.16 Public research institutions are funded from the fiscus, whereas some large industries have their own laboratories and workshops. While a few companies in Zimbabwe fund and conduct their own research, most rely on imported technologies, despite the associated costs. There is little contribution by local industry towards research carried out at public institutions. Trans-national companies often bring with them their own research and therefore do not invest much in local research.

- 2.17 Government tends to be the main financier of research conducted in public research institutions; for example, SIRDC, UZ, NUST and Research Council of Zimbabwe. Funds for university research are received through the MOHET. Subsidiary funding provided by international donors, industry and other sources is albeit rather erratic.

### **Financial Support for Students**

- 2.18 The need for financial support for students was widely recognised at tertiary level where both scholarships and loan schemes exist in Zimbabwe

### **Vocational Training Loan (VTL)**

- 2.19 The Government of Zimbabwe operated a Vocational Training Loan Scheme handled by the Ministry of Higher Education and Technology. This scheme was partly grant and partly loan. In the mid 1990s, government introduced a 50-50% cost sharing on the VTL, that is, government pays half and the other half is to be met by the student.

### **Scholarships**

- 2.20 The Government operates a national scholarship fund, under the Ministry of Higher Education and Technology. Contributions to this fund are from the government and cooperating partners. There are other scholarships operated by independent bodies like the Rhodes Scholarship.

### **Zimbabwe Manpower Development Fund (ZIMDEF)**

- 2.21 The Manpower Development Act provided for the formation of the Zimbabwe Manpower Development Fund (ZIMDEF). Companies are levied 1% of their total wage bill for training. The levy covers reimbursement to companies for cost incurred in training, purchasing equipment for students and for student support during industrial attachments.



## **Work Study Scheme**

- 2.22 This is a scheme where central government allocates funds to universities and colleges to provide part-time employment on campus as a form of financial aid for low-income students. Arrangements are also made with industry and commerce for such students to work after hours or during holidays.

## **3 FINDINGS**

### **Primary and Secondary Education**

#### **Special Education Funding**

- 3.1 People were concerned about the level of funding for special education by government. It has no vote allocation of its own besides being lumped together under Schools Psychological Services. However, people believe that this area is so important that it should have its own section. It was suggested that Government should take full responsibility for funding special education. Children with special needs should receive free education.

#### **Conditions of Service for Teachers**

- 3.2 Government was commended for meeting the teachers' salaries bill and was urged to continue doing so. However, a call for better pay and working conditions was made. Teachers felt that such schemes like housing and car loan schemes and other fringe benefits found in other sectors of the economy, should also be extended to them. Teachers were not happy with the three-quarter salary during maternity leave. They felt that government needs to pay full salary during this period when money is greatly needed.

#### **Basic Education Funding**

- 3.3 There was strong argument for the provision of basic education to be financed by the state. People regarded basic education as a vital public investment in economic development. The respondents

reiterated the need for continued public subsidy of education on grounds that government has the responsibility for all citizens and must ensure socialisation and sense of citizenship for all children, as well as ensuring an adequate investment in basic vocational skills to meet the needs of the economy. Education had a positive social return, and the highest return was attributed to basic education. People proposed that in a harsh economic climate government should prioritise basic education because of its long term benefits. They also said that community participation in financing basic education would enhance the quality of education.

### **Library Financing**

- 3.4 Funding for school and public libraries was found to be erratic. The per capita grant from central government for the purchase of books in schools does not specify as to how much is set aside for library books. Many public libraries especially urban council libraries were at the verge of collapse due to lack of funding. As a result people recommended a clear school library funding policy that earmarks funds for libraries.

### **Curriculum Development and Examinations**

- 3.5 It was pointed out that the Curriculum Development Unit (CDU), has been operating without a budget as it does not have a vote allocation of its own from the Ministry budget, besides being put under the Education Services Centre. Most of its projects have been donor funded. This explains why some of the projects at CDU have not been successful especially on the question of sustainability after the donor had pulled out. With the recommendation of four pathways after basic education, a strong CDU with proper funding is envisaged.
- 3.6 Many parents felt that examination fees were very high, especially the externally set 'A' levels, largely because foreign exchange rates tend to escalate. They thought it was time that all school examinations be localised. Parents from rural areas recommended that the deadline for 'O' and 'A' level examination fees be extended to April/May, that is,

after harvest time. Parents saw no logic in Government spending a lot of money in some national examinations, for example, Grade 7 and Form 2, which they thought were irrelevant.

### **Electrification and Computers**

- 3.7 Respondents unanimously agreed that computer education was necessary for the next millennium. They felt that it was time that every child was exposed to computers, starting at basic education level. Since computers were very expensive, people said that it was time that the private sector assisted by upgrading and donating their old PCs to schools and colleges.
- 3.8 Computers required electricity. People pointed out that this was an uphill challenge, since more than 70% of Zimbabwean schools have no electricity. People generally agreed that government and its co-operating partners should assist with installation of electricity in rural schools where communities are so poor and could not afford the exorbitant charges from the Zimbabwe Electricity Supply Authority (ZESA). The idea of solar power was also floated, but many respondents doubted its viability.

### **Social Dimensions Fund (SDF)**

- 3.9 With around 61% of the Zimbabwean population living under the poverty datum line, the SDF scheme was the most practical scheme government could have come up with. This scheme, respondents argued, should have been extended to needy students only. It came under fire from parents and other stakeholders who maintained that it had been abused. They contended that it had been used to pay fees for undeserving students and students whose parents have political clout.
- 3.10 The Commission was informed of one example where a 'Chef's' child, on SDF, would get a connecting flight from Harare to Bulawayo then a bus to a school in Plumtree. Many school heads and

responsible authorities complained that the fund was not disbursed on time, that schools were owed substantial sums of money by the fund and consequently that they were facing viability problems.

3.11 The people felt that vetting for SDF awards for students should be done by an independent board at local level, operating through transparent committees, handled by the Ministry of Education, Sport and Culture, instead of the Ministry of Public Service, Labour and Social Welfare.

3.12 SDF funds should be paid out on time directly to the respective schools instead of through another agency or government department. While many students were on SDF assistance, in practice no payments were made resulting in serious cash-flow problems in schools that enrolled SDF beneficiaries. People felt that an efficient mechanism should be put in place to protect vulnerable groups.

### **Cost Sharing**

3.13 There was general consensus on the need for wider cost sharing in education. Because of the increasing constraints on public funds, it was also generally agreed that government alone could not provide all the resources required to expand and improve education. Respondents also widely agreed that even if government budgets were not so heavily constrained, there was a case for cost sharing on equity grounds, to ensure that those who would benefit directly from, for example, higher or vocational education, that is, individual graduates and their employers, should also contribute to its cost.

3.14 There was a unanimous call for the elimination of the donor dependency syndrome cultivated by politicians, that was influencing the attitudes of parents and communities. It was submitted that most parents under normal conditions were able to pay a reasonable school fee if they had their priorities right. Parents themselves said that they should shoulder greater responsibility for the education of their own children and communities would significantly contribute to education. However, it was observed that some parents would be unable to contribute meaningfully towards education due to poverty and over taxation. One poor rural parent has this to say,

*“Kana hurumende ichitipa mukomondera, zvinopangidza kuti tiri varombo zvekuti hatikwanisi kuzviriritira. Kana hurumende imwe cheteyo yave kuti tibhadhare chikoro zvinorei?/Uma uhulumende esipha impupu yomsebenzi ngeminyaka yendlala, lokho kutsho ukuthi singabayanga asina lutho, siyehluleka ukuzisiza. Phoke, kubangelwa yini ukuthi uhulumende abesesithi sibhadelela ezikolo?”*

translated as, “If government gives us food through the grain loan scheme/food for work which is a clear recognition by government that we’re so poor and cannot take care of ourselves, how come the same government comes back via another avenue and asks the same poor parent to pay fees?”

- 3.15 The cost of school uniforms was reported to have reached unaffordable levels. Some school authorities make unreasonable demands in respect of uniforms, for example, three pairs of everything and compulsory sports uniform. Some parents felt that parental contribution to education should only be restricted to uniforms, stationery and textbooks with a small contribution to infrastructural development of the school.
- 3.16 Parents were not happy with the idea of exorbitant entrance examination fees charged by many schools for Form 1 places. They felt it was blatant fraud for schools to invite say 2000 applicants for an entrance examination for only 100 places and charge about \$200 non-refundable entrance examination fee.
- 3.17 Some respondents were of the opinion that all students except the very ‘poor’, should pay reasonable fees at all levels, as this would inculcate a culture of self-reliance. The concept of “free education” has spoiled parents to the point that they no longer take responsibility for education. Parents called on parliamentarians and politicians to stop forthwith the politicking of promising free education when government has failed and has limited resources. Some parents cited the example where a textbook could last the fourth generation as a family property, unlike now with this “free education” monster where a textbook cannot last even a year.

- 3.18 They emphasised the need for education to remain affordable. They also felt that it was government duty to identify and support through grants, bursaries and scholarships, children from extreme poverty backgrounds. The difficulty of effectively identifying and protecting the most vulnerable students was widely accepted,. However, many respondents felt that at primary and secondary levels, means testing by the Social Welfare Department was ineffective or even undesirable.
- 3.19 People said, government should not overburden parents and communities by asking them to provide buildings and furniture, electrification and equip laboratories and electrify schools. There was a call for positive discrimination in funding education by government, in favour of rural schools. People also felt that children in high density suburbs also needed much government support.
- 3.20 Respondents generally agreed that school fees and all other incomes generated should be kept by the school or college and managed by the school SDA/SDC and management boards in the case of colleges. However, heads of institutions must be trained to effectively administer funds and should be backed by professional finance people. They further recommended that a strong auditing mechanism be put in place for regular school/college audits as a measure to tighten financial management and administration.
- 3.21 People noted with gratitude what religious denominations and groups had done in financing and running schools or higher education institutions in Zimbabwe. They were able to do this often with contributions from churches, missionary groups or religious bodies overseas. Religious bodies also provided scholarships tenable at home and abroad. However, interest by churches to build schools was dampened by government, which took over some schools the churches had built. Some responsible authorities urged government to relax current stringent regulations on donor funding so as to allow communities to upgrade educational institutions.

- 3.22 The business community is willing, among other things, to sponsor students and trainees undertaking vocational, professional education or short courses. They prefer students so funded to be bonded. The 'Adopt a school programme' to encourage industry and community contributions, was widely welcomed but it was emphasised that funds raised in this way should supplement, rather than replace government funding.

### **Partnership**

- 3.23 The idea of a 'partnership' between public and private sector was particularly called for in relation to the provision of education in Zimbabwe. The current partnership approach between the public and the private sector, where religious groups or philanthropic trusts have established private schools, colleges and universities, was welcomed.
- 3.24 Respondents were in agreement that education should be seen as a partnership between government and the community where government pays salaries, grants, transport and administration costs, while the community pays tuition fees, maintain and develop infrastructure. Some parents agreed that their contributions to education should be restricted to cover fees for basic education, but doubted if any average parent could afford post basic and higher education especially, university education.

### **Funding for Higher Education**

- 3.25 There was some disagreement about the desirability and feasibility of cost sharing at the lower level of education. There was consensus that it is essential at the tertiary level. This is not simply a response to short-term economic crisis, but a long-term necessity. Respondents agreed that the cost of tertiary education must be the collective responsibility of government, students, parents and the wider community.
- 3.26 For greater accountability in institutions of higher learning, especially universities, respondents suggested that there was need for new management structures, in which those on executive positions would be able to make decisions.

This would make university leaders managers who generate resources, rather than administrators. This would require new forms of training for university staff, with greater emphasis on financial management and the marketing of courses.

### **Research Funding**

- 3.27 Many respondents deplored the non-use of research results in Zimbabwe despite research work costing a lot of money. People were also unhappy with the absence of Research and Development (R & D) units in most companies in Zimbabwe, which tend to use foreign research findings which may not always be relevant.
- 3.28 At tertiary level, there is a need for greater involvement of industry in funding research work. Research grants and contracts from research councils, government departments, and industry and commerce should be made available to researchers in all institutions. Together with consultancy and the sale of educational services, research grants and contracts should contribute a significant component of financing universities in Zimbabwe. However, this is only possible if the research is relevant to the needs of industry.

### **Financial Support for Students**

- 3.29 The need for financial support for students was widely recognised at the tertiary levels where both scholarships and loan schemes exist in Zimbabwe. The support comes in the form of

#### **(a) Vocational Training Loan (VTL)**

- 3.30 This fund has been the cause of nasty demonstrations in most university campuses with students seeking increments to the point that the Ministry no longer wants to handle it.
- 3.31 This scheme was set up as a revolving fund but has failed to revolve. One other problem with this fund is the high default rate by students partly because government administrators



often do not have the necessary skills to develop effective loan-recovery mechanisms as banks do. Even if students provided guarantees their guarantors often proved to be unreliable and incapable of meeting their obligations.

There was an outcry from students especially at agricultural colleges that the present student grants were too small and do not take into account the poor financial status of most of the parents who are expected to pay the rest of the fees. As a result respondents recommended that the scheme be run by the private sector, for example, banks with government acting as guarantor.

3.32 On the VTL, people suggested that for any student loan scheme to be effective, the following requirements should be emphasised

- adequate capital for the loan fund
- a sound legal framework
- an effective loan collection mechanism
- a system of financial counselling for those who seek loans and those with difficulties in repaying their loans

#### **(b) National Scholarships**

3.33 It was claimed that the National Scholarship Fund had failed to satisfy its original national goals because the selection process for scholarships was riddled with corruption and nepotism. Those who deserved funding did not get it while those who did not need it got it. They argued that scholarships should be offered only to those who will have done exceptionally well. The national scholarship system was said to be lacking transparency.

3.34 The Commission was informed of 'wastage' in scholarships, whereby a child of an influential person receives a scholarship and just attends one year and returns home because the living conditions in the host country were not favourable. On return the 'Chef's' child receives another scholarship. That scholarship should have been given to someone who deserved it.

### c) **Zimbabwe Manpower Development Fund (ZIMDEF)**

- 3.35 There were strong reservations about the ZIMDEF fund. People felt that the fund should cover all students in all colleges where training is taking place. ZIMDEF came under heavy attack from the private sector because of the lack of transparency and the bureaucracy involved in order for companies to receive reimbursements for training offered. It was claimed that at times the fund was not used for its intended purpose and was diverted to other irregular uses. NAMACO recommended that the fund be handled by industry under NAMACO itself.

### (d) **Work Study Scheme**

- 3.36 At least three universities tried this scheme. These are the University of Zimbabwe, Africa University and Solusi University. Authorities were concerned with the negative attitude towards manual labour by students. At one such institution the farm manager recruited more than 50 students to work on the university farm but by the end of a week only two students were left on the programme. At one other university only foreign students showed some interest in the programme.
- 3.37 The people expressed the need for some educational campaigns to instil in the minds of Zimbabwe students the dignity of labour, since most of the work study schemes involved manual work like cleaning dishes and rooms, working on farms and other such related jobs.

### **Cost-Saving Measures**

#### (a) **Teacher – Pupil Ratio**

- 3.38 Many teachers suggested that the current teacher-pupil ratio be reduced to improve efficiency and quality.

- 3.39 Some respondents felt that Zimbabwe could save costs and provide educational opportunities by maintaining the current teacher-pupil ratios or slightly increasing them. This would mean fewer better paid teachers and would shift resources to other inputs such as textbooks and in-service teacher training. They agreed that with all the necessary resources in place teaching larger classes is not such a problem, if interactive methods were used.
- 3.40 Some respondents recommended the merger of ZIMSEC and HEXCO to save money.

**(b) Commercialisation and Privatisation/Sub-Contracting**

- 3.41 People gave several examples of generating income from the sale of goods and services, at tertiary level. Universities, for example, could increase their incomes from research, consultancies, special courses and conferences. It was pointed out that local institutions were under-subsidising courses.
- 3.42 The Commission noted with great concern the under-utilisation of educational and training institutions, for example, colleges and universities. Under-utilised training facilities could be made available to the public especially during evenings and vacations for a fee. Apart from the sale of academic and research services, the sale of other products were a potential source of income in tertiary institutions.
- 3.43 The sub-contracting or privatisation of non-core activities of institutions, such as catering, accommodation and grounds maintenance, were seen by many people as a move in the right direction.

**(c) Management**

- 3.44 People believed that government has a lot of money and that the problem is lack of prioritisation. They said government is top heavy, and that it should shed its unnecessary ministries in order to save funds for education.

3.45 People felt that the two ministries of education currently spending in the region of \$200 per square metre on renting expensive buildings in the Central Business District (CBD) could save a lot of money if they occupied government buildings. For example, Harare Institute of Technology and the Education Services Centre which are owned by government are currently under-utilised. The Ministry of Public Construction and National Housing assured the Commission that it is government policy to relocate all government departments from rented accommodation in due course. The government buildings currently under construction are expected to house many government departments when completed.

#### **(d) Distance Education**

3.46 Distance education was seen as offering great potential as a way of reducing costs of higher education especially for smaller scattered communities, but only if it is carefully planned and monitored and adapted to meet local needs, rather than simply importing materials from overseas. Some respondents stressed the need to develop 'low technology' distance teaching, as well as 'high technology' methods such as the use of television, computers and video conferencing.

3.47 Two programmes were cited. The correspondence school heavily subsidised by government is benefiting very few people, for example, farmers and miners. Many people fail to access this facility due to the heavy capital outlay required. The Open University programme was commended by many respondents, as this in the long run will result in a lot of savings (in foreign currency) when the nation will no longer be obliged to use foreign distance learning programmes, for example, UNISA.

#### **Resource Generation**

##### **(a) Taxation**

3.48 Some people suggested a form of tax or levy such as the drought levy for education. However many respondents, industrialists in particular, felt that they were already doing much to fund education and training through the heavy taxes they pay and the ZIMDEF levy.

3.49 In a decentralised dispensation, people strongly felt that central government and local authorities should exercise tax sharing in order to improve councils' financial bases and subsequently their capacity to fund schools for which they are responsible.

3.50 Heads of schools, responsible authorities, churches and donor organisations were very unhappy over the imposition of import or custom duties and taxes on educational materials and donations. Respondents said that import duties and taxes on educational materials tend to discourage well-wishers who might want to assist in the development of education. There is a strong feeling that government should be more appreciative of these private efforts and allow educational materials into the country duty free.

**(b) Resource Generation at Community Level**

3.51 The following activities were suggested for raising money for education at the community level

- **Fund-raising for Capital Expenditure**

- a. Community Fund-Raising

- Ceremonies attended by politicians and other important guests, at which projects are launched, foundation stones are laid, speeches are made, and money is donated
- grants from community business organisations
- levies on parents and other members of the community
- Old Students' Associations could also be approached to contribute to capital projects

- b. Grants from overseas

- donations from overseas churches, charitable organisations, governments and other agencies

- c. The business world
  - donations from local businesses – these can also be given publicity so that businesses can benefit from enhanced public relations
  - donations from local professional organisations
- d. The school and its children
  - School Fetes
  - Social events
  - Sponsored competitions in which parents and community members promise to pay a specific amount according to the achievements of their children in sponsored competitions
  - Engaging in environmentally friendly activities such as collecting empty bottles and paper for recycling

### 3.52 Resource Generation for Recurrent Expenditure

- a. School fees and levies
- b. Community Contribution
  - regular church collections – in case of mission schools rent (small) for teachers using school houses, community provides labour to the schools and small fines for those parents who fail to do so.
- c. School Economic Activities
  - operating profitable gardens, rearing of chickens or other animals
  - undertaking contracts for pay for example, carpentry, building or metalwork
  - some schools can run successful shops (tuck shops), schools can rent out their facilities for example to sports groups, adult education classes, and churches.

3.53 However, people launching school economic activities should be aware of several dangers. First, the activities require a lot of careful attention from management, and thus can be time-consuming. Second, there is sometimes a problem of competition with other local producers and traders, which can cause resentment. And third, there is a danger of the activities interfering with the schools' main learning activities because people want to buy goods during teaching hours.

### **Experience from other Countries**

3.54 In most developed countries visited by the Commission, governments fund and subsidise education at all levels including private schools. In most cases basic education was compulsory and free.

3.55 Experience from other countries demonstrates that the private sector

- builds a school and hands it over to government/responsible authority
- builds an industrial unit, furnishes it and hands it to government
- offers to maintain donated school/college equipment
- collects second hand computers for use by primary school pupils to familiarise them with computers
- supports a chair at a university by donating an amount of money for example \$1m being invested and the interest accruing from the investment supporting a professor/lecturer
- through annual scholarships for a given period, say two years
- funds awards for outstanding research work or trophies for original
- carries out research focussing on a specific industry
- funds Presidential Trophy/Award for research which has received international recognition and
- assist in the establishment of industrial parks and student attachments.

#### 4. COMMENTS

- 4.1 In the submissions from every corner of the country, the people said that government must bear the brunt of financing education. The fact that approximately 94% of the education budget is earmarked for salaries, is an indication that the core business of the Ministries of Education is very seriously compromised. The Commission is concerned with the scenario where only 6% is left for educational development. This scenario indicates that there is a serious problem in the budgeting process that needs to be addressed.
- 4.2 Education is investment in people to enable the country to ride the waves of change. The Commission concurs with the view that Government should examine how other countries in the region fund education. A third world country in this region, has free education from pre-school to first-degree level. According to one respondent in Mauritius this is because the country believes that, "with the present liberalisation of trade and the ineffable fierce competition in the world market, the economic battle in the next century will be of nations against nations, a battle of brain power and ideas..."
- 4.3 The people recommended greater funding of education by Government. The Commission concurs with the views of the people that Ministries must vacate the expensive accommodation they currently occupy and relocate to government buildings, and savings accruing therefrom could be utilised for the core business of education.
- 4.4 The Commission agrees with the people's views that government is top heavy. It should shed its unnecessary ministries. The two ministries of education should be merged and streamlined to release funds for the core business of education and training.
- 4.5 Many of the problems experienced in education stem from failure to put the issue of finance at the centre of planning priorities by the government. It appears policy decision on the size and direction of educational developments were taken first and considerations on financial capacity to implement these decisions were considered last.



As a result, elaborate and burdensome educational infrastructures were created or acquired without the requisite financial capacity to sustain them. For example, the Vocational Training Centres (VTCs) project by the Ministry of Higher Education and Technology was being implemented without an adequate budget.

- 4.6 The Commission believes that the case for emphasising equity in the financing of education for children with special needs rests on the principle of social justice. Adequate funding for the education of people with disabilities of various kinds can be justified on cultural, social and economic grounds. It should be of economic advantage to enable more people to develop their talents. Therefore special education should be free.
- 4.7 The Commission finds no reason to disagree with the view that the per capita grant of \$50 per year for a primary school pupil in rural areas is totally inadequate, as it can hardly purchase a Grade 1 textbook. Per capita grants are pegged at nominal rates without regard to the real purchasing power of the dollar.
- 4.8 A formula should be found for availing finance and improving provision and educational resources to rural areas and other disadvantaged communities.
- 4.9 Although experience (from study tours) indicates that basic education was compulsory and therefore free, the Commission supports the idea of universal compulsory basic education, but not necessarily free. All stakeholders including parents should contribute to basic education although government is expected to cover the essential costs. The Commission also hopes that public subsidies for education will ensure that poor students are not denied access to basic education. If cost recovery is introduced in essence, it is necessary to develop adequate financial aid programmes, including bursaries, student loans or other forms of deferred payment. This is because of the need to ensure socialisation of all children and adequate investment in basic skills. The cost of tertiary education must be shared amongst government, students, parents, industry, commerce, and the wider community including philanthropic and international donors. This does not mean that government should abrogate its responsibility for funding higher education.

- 4.10 Most parents are willing to contribute towards the education of their children through labour and levies or fees but they are poor. The government should seriously address the elimination of poverty among the people especially the rural folk, if financial contributions to institutional resources by rural parents have to be effective.
- 4.11 The idea of cost sharing is supported by the Commission as this will lead to greater participation by communities in providing infrastructure that is essential for quality education. However, cost recovery should not have too great an impact on basic education or on the poorest families and communities.
- 4.12 The Commission concurs with the people that resources should be used effectively. The Commission is also concerned that emphasis on the need to generate new sources of revenue should not lead to a neglect of ways of using existing resources more efficiently. Increasing efficiency and raising additional funds should be regarded as complementary. If possible government should provide free education. Tuition fees for basic education should be minimal. The current 50-50% cost sharing between government and the student at tertiary level may go against long held traditions. Therefore extensive publicity campaigns are necessary to convince students and the public that cost sharing is necessary to ensure that the financing of quality education is sustainable in the long run.
- 4.13 The Commission believes that, as long as the VTL scheme remains wholly run by government, the default rate will remain high. This is because students and the wider community feel that they have no obligation to repay the loan.
- 4.14 It is therefore, suggested that student loans must meet the following conditions to be viable or cost effective
- a sound institutional structure for management and administration of loans

- sound financial management to ensure that the purchasing power of the capital of a student loan fund is maintained, the costs of administration of loans are adequately covered and student loans charge positive real interest rates
- a sound legal framework for student loans, to ensure that loan recovery is legally enforceable
- transport and effective machinery for targeting financial support and selecting recipients of subsidies on grounds of financial need or manpower priorities
- effective machinery for loan recovery; to minimise default, loan collection should be managed by institutions with the capacity and appropriate financial incentives to collect loan repayments (for example banks, private agencies, tax authorities or the national insurance system)
- prepayment plans which take into account the likely pattern of graduate earnings (for example through income contingent repayment provision)
- publicity campaigns to ensure widespread understanding and acceptance of the principles of student loans and the importance of the obligation to repay loans

4.15 The Commission noted with great concern the under-utilisation of some facilities at some training institutions, for example, colleges and universities. Training facilities could be extended to the public especially during evenings and holidays at economic rates. Apart from the sale of academic and research services, the sale of other products represents a potential source of income in universities. Intensive use of laboratories equipment, agricultural and printing services and the use of student accommodation and catering facilities during vacations all offer opportunities for income generation.

4.16 The Commission agrees with the need to generate resources, but this should not override other objectives of higher education. The Commission believes that one way of sourcing funds to enhance the quality of education at school and college level is through private donations and endowments, including contributions from business, charitable organisations, gifts from former students and staff, and prominent citizens. The formation of Old Students Associations is a good thing and members should be encouraged to help schools financially. Experience from study tours showed that the fostering of links between higher education institutions and their alumni has much to do with income generation. Recognition of donations will go a long way in encouraging donors.

- 4.17 Government must provide for appropriate incentives for institutions and administrative bodies, to ensure efficient management and collection of revenue. For example, unless higher education institutions (as recently instituted) are allowed to generate and use the funds, they will not see any advantages in improving efficiency or justification for the administrative burdens involved.
- 4.18 Providing incentives to increase efficiency or mobilising new sources of revenue is more effective than compulsion. For example, government can encourage cost sharing with other stakeholders by giving tax concessions to industries and donors or by providing "matching grants" and institutions being encouraged to introduce savings if they keep the resultant revenue. Such positive incentives may be more effective and certainly more acceptable than widespread imposition of taxes, levies or cuts in funding.
- 4.19 There is a need for greater accountability. If students or employers pay fees, and if industry and donors provide research contracts, they will be concerned to ensure that they will want to see the benefit of their investment.
- 4.20 Development of new forms of data collection and management information systems will be needed, to ensure continuous monitoring of spending patterns and how resources are allocated and used.
- 4.21 Prioritisation should be exercised in the financing of courses. For example, tracer studies would ensure that courses are responsive to changing labour needs and financing, as a result, be biased towards critical shortage areas.
- 4.22 Authorities must set sufficient land aside for education. Banks, building societies, pension funds and large corporations could sponsor schools as a social benefit.

4.23 The current partnership between the public and the private sector is commendable.

## 5 CHALLENGES

- 5.1 The overall challenge for Zimbabwe is to ensure universal basic education and the eradication of adult illiteracy in an effort to provide basic education for all in the next millennium. This is a very difficult task to achieve taking into account the high rate of school going age population growth, budgetary constraints, an unstable economic situation and the debt repayment pressures which have affected the country's ability to finance education and training adequately.
- 5.2 Another challenge is to improve the quality and sustainable access to education and training at all levels where there were inadequate facilities and equipment.
- 5.3 Zimbabwe also faces the challenge of financing the adequate provision of education for disadvantaged groups.
- 5.4 Other challenges facing Zimbabwe are
- To allocate sufficient funds to meet recurrent expenditure costs in education provision, such as salaries, supervision, housing and allowances for teachers
  - To finance research so that the education and training systems can respond to change and development. This will have then benefit of producing relevant education, enhancing technology transfer and eliminating the costs of delayed change
  - To provide adequate finance to make technology take centre stage in the school curriculum and to equip all schools appropriately

- At a time when corruption and misappropriation of funds is rampant at all levels, to come up with a fair, efficient and effective system of managing the allocation, disbursement and collection of funds at all levels of education
- To develop a culture of transparency and accountability in the management of finances
- To bring about a paradigm shift from the dependency syndrome to self-reliance in all communities
- To find the additional funds required to improve the education and training systems proposed in this report

## 6 RECOMMENDATIONS

- 6.1 Government should substantially increase its budgetary allocation to education and training.
- 6.2 Funding of basic education for all should be a major priority.
- 6.3 Financing of education and training should be the responsibility of the government, with the assistance of other stakeholders such as parents, local authorities, the private sector, churches, non-governmental organisations and the community at large.
- 6.4 Disadvantaged schools should receive a greater percentage of public funds.
- 6.5 Schools/colleges should proactively raise funds through their SDAs/SDCs/boards respectively for retention by the institutions for disbursement on a needs basis for equipping and developing institutional facilities.
- 6.6 The financing of education should be subject to a major paradigm shift from dependence syndrome to self-reliance at every level.
- 6.7 The per capita-grant should be reviewed annually in line with the cost of living.

- 6.10 All educational materials and equipment should be exempted from sales tax and customs duty.
- 6.8 There should be one streamlined Ministry of Education to save on limited resources for the adequate provision of education. The Ministry should be housed in a government building.
- 6.9 There is a need for greater transparency and accountability in the use and disbursement of government funds.
- 6.11 Government should offer tax concessions/rebates to companies involved in education and training to encourage them to become more involved.
- 6.12 Government should enter into partnership with the private sector in the provision/financing of education and training.
- 6.13 In order to ensure that the schools and tertiary institutions can reliably determine each student's ability to pay fees, a mandatory student profile

## CHAPTER 8

### LANGUAGE POLICY

#### INTRODUCTION

- 1.1 Zimbabwe is a multilingual country whose language situation is relatively less complex than other African countries, because its two major indigenous languages, ChiShona and IsiNdebele are taught in educational institutions. These languages are now well established as subjects taught up to university level. Written literature in ChiShona and IsiNdebele has been developed. These languages are also widely used in broadcasting.
- 1.2 The two indigenous languages, ChiShona and IsiNdebele play a key role in facilitating participation by all in the process of development. Throughout the colonial era, African languages and African culture were denigrated.
- 1.3 Economic independence and national development can be speeded if the educational levels and the use of modern technology by all Zimbabweans are improved. The educational, technological and cultural attainments and spiritual levels of Zimbabweans could be raised if instruction is given in their mother-tongue. It is in this context that government is urged to review the policy on indigenous languages and make them a compulsory part of the curriculum. A language policy is required that is clear and explicit. The only reference to language in the whole Education Act of 1987 (as amended in 1990) is Section 55 of Part XI, which is headed "Languages to be taught in schools." is quoted here in full.
  - (a) *Subject to the provisions of this section, the main languages of Zimbabwe, namely Shona, Ndebele and English, shall be taught in all primary schools from the first grade as follows :-*
    - (i) *Shona and English in all areas where the mother tongue of the majority of the residents is Shona; or*
    - (ii) *Ndebele and English in all areas where the mother tongue of the majority of the residents is Ndebele.*
  - (b) *Prior to the fourth grade, either of the languages referred to in paragraph (a) and (b) of subsection (1) may be used as the medium of instruction, depending upon which language is more commonly spoken and better understood by the pupils.*



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*(a) Subject to the provisions of this section, the main languages of Zimbabwe, namely Shona, Ndebele and English, shall be taught in all primary schools from the first grade as follows :-*

- (i) Shona and English in all areas where the mother tongue of the majority of the residents is Shona; or*
- (ii) Ndebele and English in all areas where the mother tongue of the majority of the residents is Ndebele.*

*(b) Prior to the fourth grade, either of the languages referred to in paragraph (a) and (b) of subsection (1) may be used as the medium of instruction, depending upon which language is more commonly spoken and better understood by the pupils.*

*(c) From the fourth grade, English shall be the medium of instruction provided that Shona or Ndebele shall be taught as subjects on an equal-time-allocation basis as the English language.*

*(d) In areas where minority languages exist, the Minister may authorise the teaching of such languages in primary schools in addition to those specified in subsections (1), (2) and (3).*

1.4 The question of language policy in education has always been controversial. Policy positions have been advocated for with the intention of promoting and developing a Zimbabwean culture emphasising national unity. In an attempt to respond to these pressures, language policies have created more problems than solutions. Minority groups criticised the act as decisive. Policy regarding the status of English vis-a-vis indigenous languages has always been a thorny issue. While officially indigenous languages enjoy equal status with English, the reality of examinations and the requirements of commerce and industry tend to give higher status to English.

1.4 Resulting from these deficiencies, the Commission was instructed to *study and recommend specific policy initiatives on indigenous languages with a view to their wider use generally and more specifically in the education and training systems in Zimbabwe (TOR 2.1.8)*

1.5 This chapter describes the current situation, findings from language experts, associations, the public and other countries, the situation with regards to literature, literacy and a reading culture, sign language and foreign language policy. It examines the findings in the light of new challenges and finally makes recommendations.

## **2 CURRENT SITUATION**

2.1 The language policy adopted at independence which is enshrined in the 1987 Education Act enhanced the status of local languages while recognising the importance of English as the language of business, administration and international relations.

Colonial governments had allowed the teaching of the major languages, ChiShona and IsiNdebele from Grade 1 to University level as subjects. These languages were not used as media of instruction in schools and their status was regarded as inferior to English. English thus remained the official language, medium of instruction in schools, a compulsory subject and also a requirement in all school certificates.

- 2.2 Time allocations for ChiShona and IsiNdebele was almost half that allocated to English. Students of ChiShona and IsiNdebele at the University, teachers and lecturers of ChiShona and IsiNdebele and authors of literary works in indigenous languages were relegated to a lower status compared to their English counterparts.
- 2.3 The language policy adopted at independence attempted to rectify this situation by making English, ChiShona and IsiNdebele subjects enjoying equal treatment on school timetables. The medium of instruction prior to the fourth grade was to be the mother tongue predominant in a given area. After the third grade, English would become the medium of instruction provided that ChiShona and IsiNdebele would be offered as subjects. According to the Education Act cited above, it became compulsory for all children to do English and either ChiShona or IsiNdebele and non-native speakers were to take a ChiShona/IsiNdebele L2 programme at ZJC level. After ZJC ChiShona or IsiNdebele became optional. This scenario was soon discontinued.
- 2.4 As part of the effort to raise ChiShona and IsiNdebele to a status equal to English, a full 'O' Level certificate in 1981 was defined as having five passes at Grade C including a language. This raised the status of ChiShona and IsiNdebele to that of English.
- 2.5 The equality of ChiShona/IsiNdebele to English was seriously affected by an about-turn in policy in 1985 due to pressure from colleges of education, the University of Zimbabwe, the formal employment sector and conservative elements in the Ministry of Education who redefined a full 'O' level certificate to mean five 'O' level passes at Grade C or better including English thus reversing the scenario to its pre-1980 position.
- 2.6 In 1987, the African Languages panel's proposal to introduce two separate subjects for language and literature in ChiShona/IsiNdebele was rejected on the grounds that this would overload the time-table and that the teaching/learning materials and teaching personnel would not be available.
- 2.7 In 1990 ChiShona and IsiNdebele became examinable at Grade Seven. Since then English continues to be allocated more time than ChiShona or IsiNdebele and the medium of instruction prior to the fourth grade has remained predominantly English.

- 2.8 In 1987 five languages of minority groups comprising TshiKalanga, TshiVenda, ChiTonga, ChiTshangana and ChiNambya were recognised and introduced in schools. These are taught in their localities up to Grade 3. The recognition of minority languages was an expression of the democratic principles for which the Liberation War was fought.
- 2.9 The introduction of minority languages has been hampered by lack of teaching and learning materials, lack of trained teachers to support the innovation and negative attitudes by both teachers and pupils since these languages have only a three-year run in the schools and are not examinable at Grade 7.
- 2.10 The only national weekly initially published in ChiShona and IsiNdebele - Kwayedza/Umtunywa but currently available in ChiShona only is seen by many as a mockery and degradation of indigenous languages. These publications focus on sanctimonious trivial news items of no economic or developmental significance.
- 2.11 Foreign languages are currently taught in some secondary schools, especially private and former Group A schools. The most commonly taught foreign languages are French and Afrikaans.
- 2.12 The French Government has a programme which seeks to promote the teaching of French through investment in teacher training at the university level. The programme also provides for attachments to institutions in France.
- 2.13 Sign Language is the mother language for the Deaf. It is a language that can be compared to spoken language. The development of sign language is similar to the development of spoken language because it is a living language.
- 2.14 Throughout the world, the Deaf have tended to be isolated and so communication between different countries has been limited. Each country has its own several Sign Languages. In the survey made by World Federation of the deaf (1995 - 1997), it was discovered that 42 countries are researching on Sign Language. Sadly, very few countries have included Sign Language on the National Language Policy. Indeed, it is evidently true that few countries do not regard Sign Language even as a language.

There is, therefore, need to recognise and accept Sign Languages as the mode of communication used by deaf people. The recognition of Sign Language consequently means the recognition of deaf people's existence, potentials, their right to take advantage of development opportunities that are available in society and a right to contribute to building a better world for all mankind.

### **Literacy And A Reading Culture**

- 2.15 There is relatively more written literature in ChiShona and IsiNdebele available in Zimbabwe than that found in many African countries but not nearly as much as that found in Kiswahili in Tanzania and Kenya or Amharic in Ethiopia.

Available literature in ChiShona and IsiNdebele covers a wide variety of genres ranging from folklore, proverbial lore and poetry to modern novels, anthologies of poetry, plays and play scripts. The Commission has observed that although publications in IsiNdebele may not be as many as those in ChiShona, the former is very similar to Zulu and Xhosa which do have substantial literature published in South Africa.

- 2.16 Literature in ChiShona and IsiNdebele is growing in response to the demands of the high school and college market where prescribed texts are changed routinely. There is a larger market for books published in African languages as the literacy rate went up dramatically during the 1980's due to massive expansion in education. By 1990, primary school enrolments had increased tenfold and the educational literacy rate had risen from about 45% to nearly 80%.
- 2.17 However, there are many economic and social problems associated with rapid expansion of education and the increase in the number of school leavers which have militated against the viability of indigenous languages. The book buying public is not growing significantly, partly due to unemployment, economic hardships and the fact that the reading habits of the majority of Zimbabweans have not been well developed. That being the case, most of the reading that takes place in ChiShona and IsiNdebele is prescribed by school or college syllabi where these languages are only taught as options. This scenario is worsened by prevailing negative attitudes towards the use of African languages in education, law and administration, the media and entertainment whereby the majority of Zimbabweans who read books prefer to read in English.

- 2.18 The Literature Bureau which was charged with the task of providing reading materials for schools and the general public by encouraging authorship mainly in ChiShona and IsiNdebele as well as English and to see that published books are made available to rural people using mobile book vans was regrettably abolished.

### 3 FINDINGS

#### **From the Language Experts and Associations**

- 3.1 The National Language Policy Advisory Panel has noted that the “interpretation and implementation of the provisions of the Education Act of 1987 in the school system is confused and half-hearted in respect of both the national and the official minority languages.” The result is that English becomes the medium of instruction in all schools, ChiShona and IsiNdebele are taught only as subjects.
- 3.2 The Panel has observed that ChiShona and IsiNdebele are not really used as the media of instruction in any primary school. It is further noted that there is confusion, as there are no uniform requirements for timetabling ChiShona and IsiNdebele or the use of these languages as media of instruction.
- 3.3 The problem in the teaching of indigenous languages is caused by a paucity of instructional materials, the scarcity of trained teachers of minority languages and lack of second language teaching methodology for indigenous languages.
- 3.4 The Panel has further submitted that English has remained entrenched as the medium of instruction as well as the key to qualification for education and training at all levels and therefore as the key to employment, upward social mobility, and international dialogue.
- 3.5 Some indigenous language associations were concerned that if their languages were not included in the school curriculum, their linguistic and cultural heritage would be suppressed; consequently they would not effectively participate in the country’s development.
- 3.6 Evidence from the Zimbabwe Languages Association states that the present Education Act of 1987 is characteristically colonial because it promotes English at the expense of developing indigenous languages.

It gives no legal status to indigenous languages and effectively deprives Zimbabweans of a sense of linguistic pride in their own heritage. The majority of Zimbabweans are barely literate in English which is used as the medium of propagating constitutional matters, the constitution, state documents and vital information on development.

- 3.7 In this respect, oral and written evidence stressed the need to enforce the provision of the Education Act of 1987 which stipulates that indigenous languages be taught prior to Grade 4 and also extend the provision to higher levels of learning. It was noted with concern that the provision that other local languages be taught up to Grade 3 only disadvantages and discourages those who might want to learn these languages to higher levels. It was observed that all children should be given the opportunity to learn through their first language (mother tongue) as this facilitates mastery of concepts.
- 3.8 Evidence submitted by a number of language experts indicates that some local languages are not supported by an adequate resource base causing frustration to both teachers and pupils. The introduction of these languages leads to an overcrowding of the timetables and overburdening the pupils as the affected schools have to teach both national and other local languages.
- 3.9 Evidence was submitted that Sign Language should be developed in the country with a view to teaching it in instances where children with speech impairments and the Deaf are identified.
- 3.10 Evidence from language associations and language experts indicates that there is an over-emphasis on the teaching of language structures and grammar at the expense of literature. The evidence also shows that ChiShona and IsiNdebele are taught through the medium of English in tertiary institutions particularly at the University of Zimbabwe.

### **From the Public**

- 3.11 ChiShona and IsiNdebele should be taught throughout the country to guarantee mutual respect for each other's language and culture in a multilingual environment and for peace and tolerance. Respondents argued that the youth should be linguistically prepared to take up employment anywhere in the country.
- 3.12 They advocated that literacy in both ChiShona and IsiNdebele would help to create a new generation of Zimbabweans who are proud of their languages, values, the diversity of their cultures and heritages.

- 3.13 Information submitted to the Commission indicates that medium of instruction prior to Grade 4 is English. It also indicates that documents and parliamentary debates are not made available to the people in national and local languages.
- 3.14 Throughout the country people emphatically pointed out that too much attention is being paid to English at the expense of indigenous languages. They argued that English is being used as a barrier for further education and qualifications for jobs in commerce and industry. They also argued that there is too much emphasis on passing English at 'O' Level.
- 3.15 People expressed concern that information on science and technology is not accessible in indigenous languages for the majority of the population.
- 3.16 Evidence submitted indicated that ChiShona and IsiNdebele are not taught in an interesting manner. Some of those who teach indigenous languages are not trained to teach these languages.
- 3.17 There is ample evidence to suggest that the curriculum for indigenous languages lays more emphasis on anthropology and grammar at the expense of developing communication skills and culture. Respondents called for a complete overhaul of the curriculum whereby a new teaching methodology would be adopted.
- 3.18 Findings provided call for the introduction of L1 and L2 in indigenous languages as well as L1 and L2 in English. Currently there is need to change the attitudes of the parents who do not appreciate the importance of indigenous languages in developing *unhu/ubuntu* which is lacking in the education system.
- 3.19 Evidence submitted to the Commission calls for the provision of multi-media packages in the form of audio-cassettes, video tapes, workbooks, radio and television programmes for the adult population which is currently neglected.
- 3.20 There is a host of research findings which indicates that the child is capable of learning a number of languages at an early age and that this language learning process contributes to cognitive development.
- 3.21 Evidence gathered shows that Sign Language is the first language (L1) for the Deaf. Sign Language meets the requirements set for language by general linguists.



- 3.22 The evidence reveals that Sign Language builds competence in that it assists deaf children to have a foundation of language and builds their self-confidence.
- 3.23 Parents, teachers and scholars are agreed that deaf children comprehend more of what is signed than spoken. They also agree that sign language facilitates learning, removes the invisibility of deafness, and fosters pride and identity among the Deaf.
- 3.24 Several people interviewed concurred that Sign Language crystallises the intellectual ability of the Deaf and fosters positive attitudes towards hearing people.
- 3.25 Much of the evidence noted the credence given to the Zimbabwe Sign Language (ZIMSIGN) by allowing the production and publication of the Sign Language Dictionary Volume I as a positive development.
- 3.26 Submissions to the Commission indicate that sign bilingualism is an approach to educate deaf children using the Sign Language of the deaf (ZIMSIGN and English). The submissions are proposing that ZIMSIGN should accommodate indigenous languages so that the teaching of Sign Language can begin at home.

### **From Local (Minority) Languages Groups**

- 3.27 People feel that the term “minority” is pejorative and a misnomer since their languages have a phonetic, morphophonemic structure and syntax like any other language.
- 3.28 The VESOTOKA Association comprising TshiVenda, SeSotho, ChiTonga and TshiKalanga speakers has denounced the current language policy on other local languages as a half-measure which perpetuates the suppression of their languages. Instead, they advocate full introduction of these languages throughout the school system.
- 3.29 Evidence submitted to the Commission indicated that materials on other local languages have been in the form of translations from ChiShona and IsiNdebele textbooks which fail to express the idiom of the specific cultures adequately. The curriculum developers who produce such translations have had no formal training in these languages. In addition, commercial publishers have not been interested in investing in the development and publications of books in minority languages as the small number of potential customers would not make such investment cost-effective.

- 3.30 Evidence received indicates that attempts have been made to import texts from neighbouring countries such as ChiTonga texts from Zambia, ChiTshangana (Hlengwe) and Venda texts from South Africa but these use different orthographies from those developed in the country.
- 3.31 Submissions from teachers indicate that they are not motivated to teach these languages since the languages have only a three-year run in the schools and are not examinable. Other local languages are offered side by side with either ChiShona or IsiNdebele overloading the school timetable. In addition, no teachers are being trained for handling these languages resulting in anybody being asked to teach.
- 3.32 The VESOTOKA children are disadvantaged in that they learn IsiNdebele and ChiShona from Grade 4 - 7 but sit for the same examination with those exposed to the language for 7 years.

#### **From other countries**

The most important findings from the research and experience reviewed in other countries are

That the first language (L1) is essential for the initial teaching of reading and for comprehension of subject matter. It is the necessary foundation for the cognitive development upon which acquisition of the second language is based.

- 3.33 That the first language (L1) should be used as the medium of instruction in the early years of schooling. For optimum results, the first language should be continued as the medium of instruction through primary schools as the child is learning the second language (L2).
- 3.34 The first language (L1) of the learner should be retained and other languages added in secondary school.
- 3.35 That children should begin to learn a second language (L2) after they have achieved literacy in their first language (L1)

- 3.36 That schools help children to appreciate the necessity of learning the language necessary to gain access to the world's knowledge and to integrate within the global economy. This is where the need to learn foreign languages becomes necessary.
- 3.37 Respondents said that for a country to develop technologically it should use its indigenous languages.
- 3.38 Greater demand for trade; hospitality industry and international relations call for the inclusion of foreign languages in formulating a relevant language policy.
- 3.39 That it is possible to teach all subjects in the curriculum through the medium of indigenous languages, all other things being equal.
- 3.40 That students using a second language from primary school level who have not acquired basic concepts in their mother tongue may accumulate learning difficulties in Science and other subjects at subsequent levels if they do not have fluency in the medium of instruction.

#### **4 COMMENTS**

- 4.1 The Commission views indigenous languages to be the core of education. These languages are central to the transmission of Zimbabwean culture, values, norms and creation of a national identity.
- 4.2 From the evidence submitted to the commission throughout the country, the overall picture that emerges on the language policy formulated by the Education Act of 1987 as amended is unsatisfactory. Comprehensive measures need to be taken to boost the status of indigenous languages. The Commission feels that these languages are still treated as "vernaculars" as they were treated by colonial policy makers.
- 4.3 The Commission strongly endorses that the use of indigenous languages in education is part of the continuing process of the reform of African education systems towards sustainable development.
- 4.4 The Commission is in agreement that the status of ChiShona, IsiNdebele and English be written into the constitution and that the linguistic rights of other language communities be recognised in the constitution.

4.5 The Commission is also in agreement that Sign Languages should be given equal status with indigenous languages.

4.6 The Commission concurs that the high level of literacy in English among Zimbabweans is to be complemented. Nevertheless, it must be emphasised that this level of acceptance and use of English has negative effects in that the African has slowly but willy-nilly lost his culture and identity. Essentially, language is a vehicle of the transmission of culture hence the acceptance for English culture has led to the adoption of English culture at the expense of traditional cultural values. In other words, the colonial master may have left the country as a result of the protracted Liberation War but continues to dominate Zimbabweans through the English Language.

In order, to address this problem, the Commission strongly feels there is need for a paradigm shift from the present thinking whereby English is seen as the official and first option for presenting academic, scientific and technological knowledge effectively to one where the two national languages - ChiShona and IsiNdebele are regarded as primary modes of communication in Zimbabwe supplemented by English for inter-regional and international communication.

4.7 The Commission is in agreement that foreign languages should be seen to be playing a significant role in addition to indigenous languages in the development of the country. Similarly, government and employment agencies should adopt a positive discrimination towards those who are multilingual as compared to those who are monolingual.

4.8 The Commission unanimously agreed on the dynamic nature of language, its ability to borrow and adopt new information and technology as well as its ability to grow.

4.9 At a regional level, the government is called upon to monitor policies and provide follow-up activities facilitated by international organisations such as the OAU and UNESCO. The governments are also expected to strengthen bi-lateral and inter-African cooperation by having international languages taught across their spheres of influence. To this end, the inclusion in the school curriculum of such languages as French, Portuguese, Afrikaans and KiSwahili as options becomes imperative.

4.10 The Commission concurs with the evidence that full recognition of other local languages is an alienable birth right.

- 4.11 The Commission notes with concern the unfavourable, negative attitudes towards these local languages and advocates a paradigm shift demonstrating the triumph of democracy over linguistic oppression of marginalised language groups.
- 4.12 The Commission supports the advocacy of the formulation of a specific policy on local languages in the school system and the provision of learning materials and sourcing of competent teachers at all levels.
- 4.13 The Commission accepts the view that the formulation of a language policy framework in general and in education in particular, will necessarily be a compromise. The Commission therefore endorses the following guiding principles on language policy formulation
- recognition of linguistic rights as human rights which all citizens are entitled to use and enjoy
  - recognition of multilingualism and language variation as universal phenomena
  - recognition and upgrading of the status of the previously marginalised indigenous languages
  - protecting and promoting respect for all community languages regardless of the numbers of speakers or their level of development
  - the use of ChiShona and IsiNdebele in industry and commerce should be encouraged as this would have positive feedback into the educational system and thus motivate students to learn and master these languages
  - level of proficiency of the pupils in the intended language of instruction
  - adequacy of instructional materials
  - availability of trained personnel to teach the languages as L1 and L2 at intended levels
  - the cost of implementing the programme of instruction

## 5 CHALLENGES

The main challenges that will positively influence the future of Zimbabwe in recommending policy initiatives on indigenous languages are

- 5.1 to build a democratic country where development is not construed in narrow economic goals but instead in terms of a culturally valued way of living together; and within a broader context of justice, fairness and equity for all;

- respect for linguistic rights as human rights, including marginalised linguistic groups
- 5.2 to build a nation that acknowledges its ethno-linguistic pluralism and accepts this as a normal way of life and a rich resource for development and progress
  - 5.3 to promote peaceful coexistence of people in a society where pluralism does not entail replacement of one language or identity by another, but instead promotes complementarity of functions as well as cooperation and a sense of common destiny
  - 5.4 to produce thorough sound and explicit language policies Zimbabweans who are able to operate effectively at local levels as well as at regional and international levels
  - 5.5 to provide the environment for the promotion and preservation of a Zimbabwean identity as well as the cultivation of a proud and confident African personality
  - 5.6 to build a nation where scientific and technological discourse is conducted in the national languages as part of our cognitive preparation for facing the challenges of the next millennium
  - 5.7 to develop these indigenous languages to cope with new technologies and scientific advancement in an age of information and communication technologies

## 6 RECOMMENDATIONS

It is recommended that

- 6.1 ChiShona and IsiNdebele should be accorded national and official status and taught in all schools at all levels throughout the country.
- 6.2 Chishona and IsiNdebele as well as English should be the medium of instruction throughout the education and training system.
- 6.3 The mother tongue should be the medium of instruction at ECEC's and a second language be added as the local community may decide.

- 6.4 In multi-cultural and multi-lingual ECECs provision should be made that the two most commonly spoken languages by the children be used.
- 6.5 The status of local (minority) languages including Sign Language should be promoted by training teachers, developing and publishing teaching and learning materials offering the languages for examination and by giving critical allowances for those who teach these languages in remote areas .
- 6.6 ZIMSIGN should be part of the curriculum and promoted inclusive of indigenous languages at all levels.
- 6.7 ZIMSIGN and other related language skills should be used as medium of instruction in resource units for the deaf .
- 6.8 A bilingual - bicultural bias of the curriculum for the deaf should be promoted.
- 6.9 Two of the national languages should be entry requirements into tertiary education and training institutions and be developed at that level.
- 6.10 Literature in indigenous languages should be taught as a separate component from language.
- 6.11 Indigenous languages should be developed so that they should also cover sciences and technology.
- 6.12 Regional and foreign languages should be introduced into the curriculum as optional subjects.
- 6.13 Official notices, speeches and signs should be made available in all three major languages by Government and Industry.
- 6.14 All national languages should be commercialised and introduced into all the media.
- 6.15 A National Language Council (NLC) should be established for developing, monitoring and evaluating the indigenous language policy.
- 6.16 A Research and Documentation Languages Centre (RDLC) should be set up to research on, develop, promote and document Zimbabwean languages and folklore.

- 6.17 The Literature Bureau (LB) should be resuscitated to develop indigenous literature including the much needed literature in local (minority) languages and consequently improve the reading culture.
- 6.18 Government should establish a School Publications Service similar to the Literature Bureau to facilitate the production of textbooks in all languages at cost price.



## CHAPTER 9

### GENDER EQUITY IN EDUCATION

#### INTRODUCTION

This chapter addresses the term of reference 1.5 : *To inquire into and report on the issues of gender and gender equity as regards access to education at all levels and the formulation of appropriate remedial measures.*

- 1.1 Gender is a classification of nouns into three classes : masculine, feminine, and neuter. When applied to human beings it refers to the classification of people according to their sex, that is, males and females.

Gender equity is the recognition and acceptance that men and women are equal in their dignity as human beings and, therefore, should be treated equally and equitably in spite of their sexual differences. Equity implies the concept of fairness, justice, having the same status and entitled to equal rights.

Men and women may contribute to society in different ways but these contributions are of equal importance and are complementary to each other for the existence, growth and development of society and should therefore, be accorded equal recognition. It should be pointed out that there is a difference between sex roles, that is, roles that can only be performed on the basis of one's sex, and gender roles which are roles that have been prescribed by society. Sex characteristics and roles are biologically determined whereas gender roles are culturally and situationally determined. Gender roles are, therefore, dynamic and thus respond to the socio-economic environment of any given time.

Gender equity in education implies equal access of males and females to educational facilities, resources, and provisions that the nation offers.

- 1.2 Parents, communities and nations worldwide have long recognised that providing their children with skills, knowledge and values through education is essential to their individual welfare and collective well being. Thus, countries throughout the world are working to ensure education for all. Zimbabwe has the same goal.

This is in line with the 1948 Universal Declaration of Human Rights Article 26; the 1989 Convention on the Rights of the Child; the 1990 World Summit for Children; and the 1990 World Conference on Education For All (Jomtien) all of which affirm the right of every human being to education.

- 1.3 The present situation in Zimbabwe shows gender imbalance in education between males and females in favour of males which is a cause for concern. Therefore, there is need to come up with effective strategies to achieve gender equity in education.

## 2 CURRENT SITUATION

- 2.1 Zimbabwe through the laws of the country upholds equality in the enjoyment of rights by both men and women including participation in education. At independence in 1980, government embarked on a massive educational expansion, especially in the hitherto neglected rural areas to facilitate access to schooling by both boys and girls. In this regard, fees were waived at primary school level.
- 2.2 Government, in its latest policy document, Zimbabwe Programme for Economic and Social Transformation (ZIMPREST) 1996-2000, clearly states that “Sustainable alleviation of poverty has to be based on the empowerment of individuals and communities, particularly women” p.14). One of the most potent empowering tools is evidently education. In addition, ZIMPREST emphasised the importance of education for girls, the promotion of educational opportunities to encourage girls to stay longer in school, and the promotion of greater female participation in technical education (p 25).
- 2.3 Current statistics show that the enrolment of boys and girls is almost equal at primary school level. At secondary and tertiary levels however gender disparity becomes quite apparent, increasingly widening at University level especially in the scientific and technical fields. An examination of secondary school and tertiary enrolments shows that there is disparity in favour of males. (See tables 1 and 2).

**Table 1****Summary of Total Enrolment Data by Sex-1996**

Level	Female	Male	Total
ECEC Centres	202 410	181 052	383 462
Primary Schools	1 227 900	1 265 891	2 493 791
Secondary Schools	346 944	404 405	751 349
Tertiary Education Institutions	16 144	27 312	43 456

In 1996 enrolment at Primary School level was 1 265 891 boys and 1 227 900 girls, a difference of 37 000 in favour of boys. This difference of 37 000 is enough to fill 10 schools of 3 700 pupils each!

At Secondary School level enrolment was 404 405 boys and 346 944 girls, a difference of 57 561 in favour of boys. At tertiary level, teacher training colleges enrolled 8 204 males and 8 478 females, universities enrolled 8 233 males and 3 302 females and vocational institutions enrolled 10 875 males and 4 364 females. The total enrolment level was 27 312 for males and 16 144 for females, a difference of 11 168 in favour of males.

**Table 2****Tertiary Institutions : Total Enrolments by Sex - 1996**

Institution	Enrolments		
	Male	Female	Total
Teachers Colleges	8 204	8 478	16 682
Universities	8 233	3 302	11 535
Vocational and Technical Colleges	10 875	4 364	15 239
Total	27 312	16 144	43 456

*Source : Ministry of Higher Education and Technology*

- 2.4 There is also a consistently lower completion and transition rate for girls than for boys (See table 3).

**Table 3**

**Table 3****Completion and Transition Rates by Sex -1996**

Sex	Grade 1 to Grade 7 %	Grade 7 to Form 1 %	Form 1 to Form IV %	Form IV to Lower VI %
Male	83 61	7119	87 64	4 14
Female	81 53	67 86	78 24	3 75
Both	82 6	69 55	83 25	3 97

Source : Ministry of Education, Sport and Culture

2.5 Although the above statistics relate to 1996, the pattern of enrolment in favour of males is consistent as shown in Table 4 which shows enrolments over 13 years from 1984 to 1996.

**Table 4****Primary and Secondary School Enrolments by Sex 1984 - 1996**

Primary Schools				Secondary Schools		
Enrolments				Enrolments		
Year	Total	Boys	Girls	Total	Boys	Girls
1984	2 132 304	1 101 899	1 030 405	416 413	248 116	168 297
1985	2 216 878	1 142 480	1 074 398	482 000	287 061	194 939
1986	2 265 053	1 160 166	1 104 887	537 427	320 788	216 639
1987	2 251 319	1 146 361	1 104 958	604 652	354 175	250 477
1988	2 212 103	1 122 662	1 098 441	641 005	373 026	267 979
1989	2 233 340	1 126 992	1 106 348	670 552	386 928	283 687
1990	2 119 865	1 073 452	1 011 545	672 656	381 030	291 626
1991	2 294 934	1 168 450	1 126 484	710 619	397 954	312 665
1992	2 305 765	1 162 565	1 143 200	657 344	368 070	289 274
1993	2 436 671	1 258 465	1 178 206	640 152	355 262	284 890
1994	2 365 564	1 202 378	1 163 186	657 918	361 835	296 083
1995	2 482 508	1 259 822	1 222 686	711 094	386 775	324 319
1996	2 493 791	1 265 891	1 227 900	751 349	404 405	346 944

Source : Ministry of Education, Sport and Culture/Unicef, 1997

- 2.6 Where there is competition for places, for example, in boarding schools and tertiary institutions, some schools and institutions have taken affirmative action to increase the enrolment of girls. They take females who fulfil entry requirements, but not necessarily with the highest points, as at the University of Zimbabwe.

### 3 FINDINGS

There was overwhelming evidence, about gender inequity in education from both oral and written submissions throughout Zimbabwe.

- 3.1 As of now, there is gender disparity in education in favour of males, especially at the secondary level, and that the gap gets wider at the tertiary level. While enrolment at primary school was said to be almost balanced, there was a steeper drop-out rate of girls than that of boys at the secondary level. The disparity was said to be even greater at tertiary level.
- 3.2 The reasons cited for this scenario were many and varied and included cultural beliefs and practices, poverty, pregnancy, early marriages, long distances to school, abuse of girl-children, and inequitable sharing of educational resources at all levels. Motivation and role models were lacking.
- 3.3 Many people throughout Zimbabwe said gender equity was both necessary and desirable. They said the imbalance in education and training between males and females should be corrected through the adoption of gender equity policies and practices.
- 3.4 It was submitted that many parents were not as keen to send their daughters to school, especially beyond the primary school level, as they attach more importance to the education of their sons than that of their daughters. Sons are generally considered as heirs who will perpetuate the family name while daughters were expected to move away upon marriage and promote the well-being of their new marital home. When experiencing financial difficulties, some parents would sacrifice the education of their daughters for the same reason.
- 3.5 Cultural beliefs and practices were widely cited as promoting gender inequality in education. Women were expected to take a second place to that of men. Despite the Legal Age of Majority Act, women were still

generally regarded as minors in society and this inequality was further reflected in their access to schools and other educational institutions.

- 3.6 Overwhelming evidence, especially from parents, women's organisations, school girls, female college students, and many working women showed that they were unhappy with the abuse to which women and girl-children are subjected in everyday life. They submitted that from birth the girl-child was being subjected to an environment that socialises her into subservience, subordination and inferiority to her male counterpart. For example, everyday language and common idioms in use in society are derogatory to girls and women while exalting to boys and men. When a woman has displayed a lot of good attributes such as high prowess, common sense, and intelligence, she is referred to as "*mukadzi uyu murume chaiye*" / "*Umfazi lo yindoda impela*", (*This woman is indeed a man*). Similarly, when a man displays negative or mediocre qualities like cowardice, feebleness and incompetence, he is referred to as "*Uyu murume mukadzi chaiye*" / "*Indoda le ngumfazi sibili*", (*this man is just a woman*).

People said there is a tendency to equate the boy-child's physical strength and brawn with superiority and the girl's comparative physical weakness as a sign of inferiority. There is, therefore, need for an aggressive sensitisation programme of the family, community, school and society in general on the elimination of prejudice against girls.

- 3.7 Many girls and teachers submitted that the girl-child was overloaded with domestic chores when compared with her brother. Girls and young women were expected to pursue their education along with heavy domestic chores and responsibilities. This emphasises that they are regarded to be at the service of the menfolk of their families and society.

Respondents recommended that the girls' domestic workload should be reduced and reallocated equitably between sons and daughters. Community child-care facilities should be provided by local authorities and the community for working mothers as well as for girls who have had babies while attending school.

- 3.8 It was pointed out at a number of oral hearings that sexual abuse of girls in the education system was on the increase. School girls and female college students were said to be subjected to sexual harassment. Male students and staff demanded sexual favours for services such as extra tuition, assistance with homework and offer of a school or college place.

Some teachers and lecturers were said to threaten female students with failure if they refused to submit to their sexual advances.

It was further pointed out that the sexual abuse of school girls was not confined to the school and educational institutions but was also prevalent in the home and community where relatives and others were involved. Often the victims were intimidated and threatened so that they do not reveal or report the crime. It was also pointed out that influential people in society, especially politicians, covered up for the offenders. Parents were also said to be bribed into silence.

Though no school girl or female student testified that she was subjected to sexual harassment, the existence of such practices is borne out by the numerous reports that have been highlighted in the press. In addition regional offices of the Ministry of Education have many cases of misconduct involving improper association between teachers and school girls.

It was recommended that education officials who sexually abuse school children be dealt severely by instant and permanent dismissal.

- 3.9 It was submitted that in the new socio-economic environment, there was little or no appreciation of the importance of women's contribution to society.

Many women strongly felt that the lack of public acknowledgement or recognition of their role and successes by the family, teachers and society has contributed to gender inequality since girls and women in general have tended to lose motivation to work hard. Women's contribution to society should be given prominence through the education system so that boys and girls learn to recognise and accept the importance of women's contribution to the socio-economic development and well-being of the human race.

- 3.10 Oral and written evidence submitted nationwide indicated that gender bias was commonly reflected in the mass media, the official curriculum and textbooks. It was alleged that women and girls were marginalised and devalued in many textbooks and are mentioned fewer times than men and boys: "When women and girls are mentioned, they are portrayed as passive, dependent, weak, fragile and even dumb." *Girls' Education : An Agenda For change*, FORUM OF AFRICAN WOMEN EDUCATIONISTS (FAWE), Nairobi 1977.

- 3.11 It was submitted that gender bias within the school system was not restricted to the official curriculum. Gender bias was very noticeable in the hidden curriculum. It often occurred in the form of discrimination in the classroom, such as stereotyping, unfairness in assessment and compliments, insulting language and behaviour, and domineering attitudes towards girls.
- 3.12 Many respondents, including school girls, said that most parents and the community at large, wrongly thought that boys are more responsible and therefore more important than girls. This erroneous belief was so strong, so widespread and so infectious that the girls and women themselves have grown to accept that they are, indeed, inferior to boys and men.
- 3.13 Furthermore, it was submitted that gender inequity in education was being perpetuated by the general confusion of sex and gender roles. To many people sex roles are synonymous with gender roles.

Evidence submitted to the Commission clearly showed that there is a conflict between sexual and individual roles and expectations. The problem lies in balancing and harmonising the girl-child's self-actualisation and development of her full potential in education on the one hand, with the demands of womanhood, wifhood and motherhood on the other. The desired harmony can be furthered when the family, school and whole society is gender sensitised.

- 3.14 Both oral and written evidence was overwhelming in its condemnation of the assumed superiority of men over women which tends to lead not only to diminished respect for women but also offers a strong temptation for men to adopt an exploitative, boisterous, master stance in their relationship and interaction with women in the family and in society in general.

Examples of the exploitative master stance were given as rape, arranged marriages (*kuzvarira/ukupha umfazi, chigadzamapfihwa/ imbokodo/inhlazi*) and using a young girl as payment to appease an avenging spirit (*ngozi/uzimu*). It was also said that when out-done by women, men tend to become embarrassed and adopt an aggressive stance in order to stamp their "assumed superiority" over women. However, men do not always get away with their ill-treatment of women. It was acknowledged that those who defile girls and make them pregnant are made to pay damages. For men to accept women as their equals, there is need for a vigorous campaign to educate society on gender equity, they recommended.



- 3.15 There was overwhelming evidence, especially at oral hearings, that there were fewer job opportunities for girls after leaving school compared with their male counterparts. They argued that the labour market practised discrimination based mainly on educational qualifications. Since at present more men than women went to school and obtained higher qualifications, women occupied fewer professional jobs than men.

This gender inequality on the job market could only be corrected when girls' access to education and training is increased.

- 3.16 Many respondents said that there were fewer schools for girls than there were for boys, especially at the secondary level where there are more boarding schools for boys. It was further pointed out that girls' access to existing co-educational schools was also limited as there were more boarding places for boys than for girls.

This imbalance, it was suggested, may be offset by opening more schools for girls and by expanding the facilities at the existing co-education schools. At tertiary institutions, it was further argued, females were not admitted in as large numbers as males because the principle of the highest score was being applied. The inherent inequalities and imbalances in the access of girls to education and training dictate that female students be far less than male students.

- 3.17 Where children have to walk long distances to school, many parents feared for their children's safety, security and well-being, especially their daughters and younger children. In some cases school children have to walk up to 10km to and from school everyday. There have been numerous reports of rapists, robbers, ritual murderers way-laying school children on their way. This often happens in sparsely populated, remote areas of the country and farming areas where schools are far apart. The establishment of more schools in those areas to enable more children, especially girls, to access education in safety was recommended.
- 3.18 It was also reported that there were religious sects which prohibited girls from attending schools after a certain age and that the same groups took girls into polygamous marriages at an early age.
- 3.19 Written submissions from some women's organisations pointed out the need to adjust the school calendar and school timetables to suit the agricultural season and cultural festivals. According to them, many children, especially girls, fail to go to school or drop out of school when

they are required for seasonal work. Children in farming and rural areas are the most affected . The women argued that the problem would be lessened by adjusting the school calendar to suit the socio-economic and cultural demands.

- 3.20 Both oral and written evidence recommended affirmative action to make technical and vocational education more accessible to girls and women. Respondents pointed out the need for more flexibility in the choice of vocational and technical subjects.

Though the Commission is not aware of any policy that discriminates against girls and women in the selection of technical and vocational subjects in schools and colleges, there is a general practice in schools and tertiary institutions that tends to determine what technical/vocational subjects girls and women take.

### **International Experience and Research**

- 3.21 The subject of gender equity is one that has received a great deal of attention internationally in recent times, especially after the United Nations identified it as a key factor in the development of nations.
- 3.22 Much research and consultations have been undertaken in various regions of the world, including Africa, and certain findings and conclusions have been made. The Commission has studied some of these in relation to equity in education. In addition, external study visits made by the Commission gave insights into how other countries are handling gender equity in education and how it has impacted on those societies.
- 3.23 In developed countries gender disparity in education is largely non-existent now, especially at basic education level, because of rigorous application and enforcement of the policy of compulsory free education until the age of 16. Gender Equity is enshrined in the Education Acts of those countries. The myth that girls cannot achieve as boys in scientific and technical areas has been disproved by statistics which show the performance of girls which equals and sometimes surpasses that of boys in these subjects at all levels of education.
- 3.24 In developing countries, governments and communities are vigorously pursuing policies and programmes to reduce the varying degrees of gender inequity.

3.25 The Commission has also studied the various policy pronouncements supporting gender equity by the Zimbabwe Government when it actively participated in various national, regional and international fora and conferences. In addition, Zimbabwe has signified its intentions by being a signatory to international agreements and conventions which promulgate gender equity principles with special concern on the need for increased access to education by girls and women. The Zimbabwe Government has been party to the following

- The UN Convention on the Elimination of all Forms of discrimination against Women (1979)
- The World Conference on Education For All (1990) which emphasised that the most urgent priority is to ensure access to and improved quality of education for girls
- The Sixth Conference of Ministers of Education and those responsible for Economic Planning in African Member states (MINEDAF VI, Dakar 1991) which emphasised the need for priority to be given to Children of school-age and vulnerable groups, particularly girls and illiterate women
- The Pan-African Conference on the Education of Girls (Ougadougou, Burkina Faso, 1993), which appealed to all actors in education to stress the priority of girls' education in educational development plans
- The Fifth African Regional Conference on Women (Dakar, Senegal, November 1994)
- The Fourth World Conference on Women (Beijing, China 1995), and the declaration by the OAU of the period 1997 – 2006 as Africa's Decade for Education
- The Kampala Declaration and Framework for Action (1996)
- and the recently held Harare Conference of African Ministries of Education (March 1999) where President Mugabe called on African countries to close the gender gap in education

Resolutions from the above deliberations overwhelmingly indicate that education is a necessity **for all** as a basic tool for the management of one's life and that depriving the girl child of education and her own human rights is a serious mistake with proven ripple detrimental effects to the overall development of the society.

Resolutions and statements from the African region, where practice still largely denies girls equal educational opportunities with boys, are strongly in support of women's education.

## 4 COMMENTS

- 4.1 It is the Commission's view that to address gender equity there is a need to identify strategies that can bridge the gap between **aspirations** and **practice**. This will be done by drawing from the views of the people of Zimbabwe and evidence from studies which are in line with the recommendations of the majority of Zimbabweans, and which have been found to be beneficial elsewhere, taking into account Zimbabwe's present socio-economic environment.

In the light of the foregoing, it is the Commission's view that gender equity is indeed an important issue which should be facilitated through the removal of whatever hinderances there may be.

The Commission recognises that there is still great gender disparity in education and training. Whereas it is true that Zimbabwe has no discriminatory laws against the education of women and notwithstanding the fact that Government of Zimbabwe has actually passed laws that promote gender equity, it is still necessary and desirable that the objectives of those laws are translated into practice.

- 4.2 Although many people unanimously approved the implementation of gender equity practices, there were a few who argued that as long as there were no discriminatory laws against girls in education, gender equity was a non-issue. It was up to the girls and women to either rise and catch up or remain behind. Some said that some parents and society in general do not see the education of girls as critical. Others said the girls themselves do not aspire to be as educated as boys. In view of the above problems of perception, the Commission believes that it is necessary to briefly explain the value of women's education.

### **Benefits of Educating the Girl Child**

- 4.3 Over the last few decades, researches have found out that by not educating girls, society is shortchanging them, their children and itself. Educating girls, particularly at primary and secondary levels, to acquire what is usually referred to as "basic education" is one of the most productive investments that a society can make in terms of its economic and social returns. Growth accounting studies have demonstrated the correlation between an educated female populace and a country's gross domestic product. It is also said that no single factor contributes to the

long term health and prosperity of a developing nation than investing in the education and training of girls and women.

- 4.4 Educating girls puts in motion a process of intergenerational poverty reduction in families because educated women are more likely to find or initiate their own employment, earn higher wages and be more economically productive. They are more likely to have fewer children with increased chances of both maternal and child survival, have healthier families through better nutrition and healthier practices, thus also reducing medical costs and loss of production time at the work place due to illness.
- 4.5 Educated mothers are more likely to appreciate the benefits of education and therefore ensure that their own sons and daughters are educated, thus initiating a virtual self-perpetuating cycle beneficial to future generations.
- 4.6 A mother's lifelong contribution to the rearing, nurturing, counselling, and general socialisation of the children is very central and influential. It is asserted that it is of great importance that the mother be empowered adequately, through education, to perform these roles and exert a positive influence on tomorrow's citizens.
- 4.7 Women in Zimbabwe's rural and urban areas interact very closely with the environment and need education in the management and sustainable utilisation of natural resources, including conservation, recycling and safe disposal of waste, as they provide sustenance for their families.
- 4.8 In today's information age women need education in order to access socio-economic information through literature, the media and information and communication technologies.
- 4.9 Women constitute half of the nation's human resources and voters. They need education to grasp national issues in order to exercise their democratic right responsibly and to empower them optimally as a productive human resource.

The list could go on. The point being made is that women need education as much as the men and, therefore, a country should provide equally for the education of both sexes.

## **African Tradition and Education**

- 4.10 Although African tradition and culture are often cited as causes of gender inequity in education, it is worth noting that African tradition, prior to colonisation, was not against educating women. On the contrary, African tradition fully recognised the importance of educating the girl child by giving her traditional functional knowledge and skills to cope with motherhood, the provision of sustenance and management of the welfare of her family. Boys were similarly educated in complementary traditional skills for the common good of the family and society.
- 4.11 At the advent of colonialism and formal schooling, the “new education” was somehow not perceived as necessary to empower women in their contribution, which centred around home-making. Males who could afford to be away left for paid employment in towns and white-owned farms.
- The “new education” through formal school was seen as enhancing men’s chances for employment in the town-based public service and industries. Women were left in the villages “*kumusha/ekhaya*” and had to take on the abandoned men’s jobs in the home in addition to theirs to cater for the welfare of the family. Furthermore, colonial rule discouraged workers in towns to settle with their families. This partly explains the heavy workload that rural women have and formal school education being perceived as more necessary for men to empower them for the cash employment market. With the passage of time this new way of life and perception jellied into what people now erroneously refer to as tradition and cultural practices that favour boys in education.
- 4.12 In independent Zimbabwe, where efforts are being made for men and women to have equal rights and dignity, there is need to restore gender balance through strategies that respond to and service today’s needs and socio-economic environment. Many parents, including those in rural areas, acknowledge the good work that their daughters do, whether married or not, to support and care for their parents and the extended family. They now recognise that education empowers girls to secure knowledge, skills, financial and other resources with which to support and assist their parents and the needy as well as augment their own families’ economic status.
- 4.13 The Commission notes with concern that the current enrolment patterns show that there is gender disparity in education in favour of males,

especially at the secondary and tertiary levels. The reasons given for this disparity were many and varied and ranged from cultural beliefs and practices, poverty, school girl pregnancies, early marriages, long distances to school, abuse of girl-children to inequitable sharing of educational resources.

The Commission also notes that Government policy and the majority of the people in Zimbabwe, through the evidence received, are in support of gender equity. This being the case, the Commission feels that effective and sustainable strategies should be implemented to bring about gender equity in education. These strategies should not be confined to education and training only. They should be complemented by other strategies that promote gender equity in everyday life outside the school such as the home, workplace, recreation, and all other relationships and activities in society. This is necessary because, if gender equity is only practised in the educational institutions, its achievements would be neutralised by the unequal environment outside the school.

- 4.14 The alleged abuse of school girls and female students was found to be overt, covert and subtle. The Commission found that the girl-child or female student was subjected to an environment that socialises her into subservience, subordination and inferiority to her male counterpart right from birth. This undermines her self confidence resulting in poorer performance in school. There is need for a paradigm shift towards gender equity by the society as a whole in order to overcome these habits.
- 4.15 The Commission confirms that the girl-child is overloaded with domestic chores in comparison with the boy-child. This leaves the girl-child very little time and opportunity to do her school work at home, unlike her male counterpart who has more time to study, do homework and has freedom to visit educational facilities like libraries.

Parents and society also need to be educated on the desirability of treating their children equally, regardless of their sex, as well as allocating domestic chores equitably. The Commission also supports the idea of providing community child-care facilities for working mothers and those girls who have had babies while at school to give them time to pursue their careers. The facilities would be provided by the local authority and/or the community.

- 4.16 On the issue of sexual harassment of girl children, the Commission concurs with the public that such instances should be punished instantly and severely.
- 4.17 An examination of many textbooks reveals that women tended to be, marginalised. Where they are mentioned, women tended to be portrayed as passive, dependent, weak, fragile or destructive. This negative portrayal detracts from the positive contributions that women make towards the development of their communities and society in general. It belittles the women's human dignity and demotivates them.

The Commission agrees with the sentiments that women are marginalised in textbooks and in the media and recommends that steps be taken to correct this. Writers should produce books that are gender sensitive. Books that do not meet the gender balance criterion should be rejected. A committee should be set up and tasked to oversee compliance with the gender balance requirement in literature and other learning aids.

- 4.18 The Commission agrees with the concerns on gender roles and sex roles submitted to it and believes that the education system has a very vital role to play in destroying gender biases. What is required is equal treatment of boys and girls in the home, school and community. Chores and responsibilities should not be allocated solely on the basis of one's sex.
- 4.19 The Commission feels that education should change the negative manner in which women are depicted through equal treatment of boys and girls and the destruction of the pedagogy of difference. Men and women were created equal beings physically and spiritually to complement each other for the common good. Gender equity, therefore, empowers each sex equally to play their part. The difference between the sexes should not be highlighted unnecessarily.
- 4.20 Though such practices as using a young girl as payment to appease an avenging spirit (*kuripa ngozi/uzimu*) and arranging a marriage of a young girl without her knowledge or against her will (*kuzvarira/ukupha umfazi*), are quite rare these days, there are still communities which subject girl-children to such indignities.
- 4.21 The Commission strongly feels that such retrogressive and oppressive practices should be stamped out. Legislation should be enacted to outlaw such practices.



4.22 Some witnesses did not consider affirmative action a necessary intervention to correct the gender imbalance that is prevalent not only in educational institutions but in many other spheres in life. They advocated for merit alone as the criterion for admission into educational institutions and jobs. The Commission, however, recognises that there has been gender imbalance in education and training in the past and agrees with those respondents who say that some affirmative action is, therefore, necessary to enable women to catch up with men. The longer women's education is neglected the longer society is denied the benefits that accrue from its educationally empowered womenfolk.

4.23 There were conflicting views on the merits and demerits of co-educational and single sex schools. Those in support of single sex schools argued that there was far less distraction of the learner, especially the girl, in an environment of girls only or boys only. They pointed that the performance of girls at girls only schools was generally better than when they were at co-educational institutions. To an extent this appears to be so. On the other hand, those in favour of co-ed schools pointed out the need to bring up both boys and girls in as natural an environment as possible. The two sexes will always live in the same environment. The Commission believes that separating them at educational institutions would create problems of adjustment in later life.

The Commission would not recommend changes in what obtains at the present time but would like to mention that co-educational institutions are recommended for the future because

- Girls and boys should develop their personal qualities and skills in as near everyday lifelike environment as possible. They must learn to live with each other amicably, respect each other, exercise self discipline, compete and achieve together
- It is not economical to have a school facility in a neighbourhood that only caters for one sex, especially in the rural areas in Zimbabwe
- The trend throughout the world is co-educational institutions

- 4.24 The lack of motivation on the part of girls which some people blamed for the gender disparity could partly be attributed to a shortage of role models. The incentive to work hard was reduced because girls did not have many women to emulate as very few of them occupied important and influential positions in society. It is the Commission's well-considered view that some affirmative action strategies are needed to promote more women into important and influential positions until the desired situation is achieved. There is also need for greater exposure of female role models, through the media, textbooks and invitations to schools, for example, as guests of honour at functions.

## 5 CHALLENGES

The main challenges for the new millennium include

- 5.1 Elimination of the gender gap in enrolment and retention, and gender biased practices at all levels of education including lifelong education.
- 5.2 Dispelling the belief that Science, Mathematics and Technology are difficult subjects for girls, leading to greater participation of women in these subjects at all levels.
- 5.3 Overcoming traditional and other practices and stereotyping that impede equal access to education and achievement of girls and women in education at all levels.
- 5.4 Development of gender balanced curricula at all levels of education.
- 5.5 Overcoming gender biases in educational materials like text books, audio visual aids and also in language, expressions, idioms, and characterisations.
- 5.6 Equal allocation of national educational resources to males and females especially in terms of equal amounts of funding.
- 5.7 Building a critical mass of women in decision – making processes through educational empowerment especially at higher education and creating a cultural climate within which women see themselves as leaders and men see women also as potential leaders.

- 5.8 Developing a gender inclusive culture, through education which
- promotes development and peace
  - promotes each individual's self-actualisation
  - respects each person's human rights and dignity
- 5.9 Harmonising educational and employment needs with the females biological roles of motherhood and wifehood and also some cultural and religious practices.
- 5.10 Sensitisation and mobilisation for corresponding acceptance and practice of gender equality in all other fields to complement action to be taken in the educational system.
- 5.11 Strong government commitment to facilitate gender equity in education and its governance through clear, effective and enforced policies and relevant practical interventions for example appropriate affirmative action.
- 5.12 Encouraging NGO and donor agencies to support and promote general and or specialised areas in women's education in order to increase their participation and achievement, for example
- research into and development of Gender Issues
  - promotion of projects to increase participation of women in Science, Maths and Technology
  - funding, research, scholarships, projects and programmes
  - gender balance promotion, counselling and monitoring
  - motivation and confidence building for girls and women.
- 5.13 Eradicating gender biased stereotyping from society.
- 5.14 Development of policies and procedures for effective handling and control of sexual harassment at educational institutions and at national level.

## 6 RECOMMENDATIONS

- 6.1 The Constitution and the Education Act should be amended to positively, address and promote gender equity.
- 6.2 To ensure access for all, there should be compulsory basic education.
- 6.3 In order to ensure the success of equity in education, vigorous sensitisation campaigns should be conducted for all stakeholders on the importance of educating girls and to change cultural and other beliefs and practices that hinder equal participation of males and females in education. The following strategies are recommended
- There should be equitable sharing of educational resources between males and females
  - All students should be given equal opportunity to tackle whatever subjects or courses they prefer regardless of gender
  - Present positive role models for females and gender balance in all text books and other teaching and learning materials
- 6.4 Specific interventions to bridge the gender gap should be adopted such as
- creating more places and opportunities for girls and women in schools and tertiary institutions
  - establishing simple boarding facilities for girls and boys in remote and disadvantaged areas to address the problem of long distances to school
  - exploring viable innovations in distance education programmes and satellite schools
  - providing special bursaries, awards and prizes for girls
- 6.5 Girls who fall pregnant, while at school, should be assisted to continue with their education after having given birth or should be offered non-formal education alternatives.
- 6.6 Those who abuse girls and women in educational institutions should be severely penalised and to this effect enforceable legal instruments to that effect should be put in place.

- 6.7 The curriculum should be gender balanced.
- 6.8 Special projects should be introduced by Government to help girls perform better in Mathematics, Science and Information and Computer Technology.
- 6.9 National and international Non-Governmental Organisations and funding agencies should be encouraged to support and promote general and or specialised areas in women's education in order to increase women's participation and achievement at all levels.
- 6.10 Government should encourage that all sectors and institutions, both public and private, implement gender equity in their programmes and activities and annually account for progress.
- 6.11 A Gender Equity Council or Commission should be set up to monitor and advise on the implementation of gender equity practices in both the public and private sectors' activities and programmes.
- 6.12 In order to facilitate the monitoring of progress in gender equity initiatives, the statistical office, the Ministry/Ministries of Education and all educational institutions should keep up-to-date gender desegregated statistics reflecting provision of resources, funding levels, enrolments, retention, transition, subject areas and achievement.

## CHAPTER 10

### CHILDREN IN ESPECIALLY DIFFICULT CIRCUMSTANCES

#### INTRODUCTION

- 1.1 The terms of reference tasked the Commission to *identify specific areas in the education and training systems requiring reform on a short-term, medium-term, long-term basis (TOR 2.1.2)*. When discovering that some children have problems to access education, drop out of school early, or have other problems that prevent them from benefiting from educational provision, it is necessary to examine what the various causes are and find ways to address them. Some causes stem from the system and others from the circumstances in which children find themselves.
- 1.2 While some chapters in this report look at how to improve the system, this section examines the difficult circumstances in which children find themselves for a variety of reasons and attempts to make recommendations to improve their situation and their opportunities for education. The Zimbabwe National Programme of Action for Children (NPA 1992) defined children in difficult circumstances as "those whose probability of suffering has been further exacerbated by unusual individual or societal circumstances." Currently the Government of Zimbabwe and UNICEF use the term "Children in Especially Difficult Circumstances."
- 1.3 There are especially difficult individual or social circumstances that put some children at a disadvantage during the time of the major stages of their development and education. The 1998 UNICEF report on Children in Especially Difficult Circumstances (CEDC) lists the following major categories: orphans, abused children, working children, street children, children with disabilities, abandoned children, children who are in institutions, children in remote areas and 'married children'. There always have been some children in especially difficult circumstances, yet the increase of occurrences of children living in unusual situations calls for special attention.

The identification of possible ways to improve their opportunities for education is indispensable as education is the major gateway to a changed and improved situation for them.

## 2 CURRENT SITUATION

- 2.1 The nature of the problems that children in especially difficult circumstances encounter makes it difficult to obtain accurate statistics. One of the clearest indicators on how the different problems impact on their education is the drop out rate from school, especially at primary level and during early secondary school (See Table 1 and 2 below). The 1998 statistics from the Ministry of Education give as the major reasons for drop outs at primary level: poverty and long distances to school. It is known that at secondary level the reason why boys and girls do not attend is sometimes the absence of a secondary school within reasonable distance and the lack of fees for boarding. Boys and girls also drop out of secondary school because their parents are unemployed and cannot afford fees. Some girls are reported to drop out because of pregnancy.

**Table 1**  
**All Primary Schools Dropouts by Grade and Region : 1997/98 cohort**

	1	2	3	4	5	6	TOTAL
HARARE	687	148	428	167	-152	-58	1220
MANICALAND	10348	3149	2860	1636	820	1974	20787
MASH.CENTRAL	4540	1322	2055	2510	357	2458	13242
MASH.EAST	5645	1797	1037	563	-14	516	9544
MASH. WEST	5121	1524	1295	1433	773	1213	11359
MASVINGO	9357	2031	2289	3109	-637	1176	17325
MAT. NORTH	4425	1353	1054	814	294	722	8662
MAT. SOUTH	2783	364	781	3908	86	1182	9104
MIDLANDS	7760	1338	1624	308	-579	5267	15718
TOTAL 1998	50666	13026	13423	14448	948	14450	106961

*Source : Ministry of Education, Sport and Culture*

**Table 2****All Secondary Schools Dropouts by Form and Region : 1997/98 cohort**

	I	II	III	IV *	LVI	TOTAL DROPOUTS
HARARE	580	804	972	16427	297	2653
MANICALAND	2260	2164	2378	22834	-34	6768
MASH. CENTRAL	1478	1241	897	9157	-52	3564
MASH. EAST	2052	2099	1956	17955	5	6112
MASH. WEST	1636	1903	1683	14433	-64	5158
MASVINGO	1730	1325	968	23310	-34	3989
MAT. NORTH	1512	1294	1417	15171	-8	4215
MAT. SOUTH	1195	847	925	7980	61	3028
MIDLANDS	1350	1242	1360	20777	-43	3909
TOTAL 1998	13793	12919	12556	148044	128	39396

\*IV – School Leavers not drop outs

Source : Ministry of Education, Sport and Culture

- 2.2 In Zimbabwe 'child' means a person under 16 (Statutory Instrument 72 of 1997) and this seems to imply that the minimum age for employment is 16 (1996 Labour Regulations Act 28:01 par 11), except in the case of apprenticeship. Children between 12 and 14 are permitted to do light work, given that this does not interfere with school, exceeds six hours per day or affects the child's development.
- 2.3 Disabled children who are of school going age, if sent to school by their parents, are presently catered for in resource units or in special schools. Educational provision is essentially at primary school level. A limited number of secondary schools cater for these children.
- 2.4 However, there are also children who have the chance to go to school yet experience extremely distressful problems which impact negatively on their education and their lives.
- 2.5 Vision 2020 calls for strategies to improve access to education and relevant care for orphans and persons with disabilities. It recommends the strengthening of the family unit, suggests that religious institutions provide drop-in centres for destitute and street children and help in AIDS prevention as well as provide care for the infected.



### 3

## FINDINGS

- 3.1 The Commission has had opportunity to see for themselves or hear about a variety of predicaments that cause the plight of a significant number of children.

### **Extreme poverty**

- 3.2 Respondents drew attention to the negative impact that droughts have on education. This is supported by a study which found out that during the drought years 1992 and 1994 many children discontinued their education (Raftopolous B. et al 1998). It needs to be remembered that some areas of the country are more prone to drought than others and are afflicted more frequently, hampering access to education. Some people argued that the introduction of the Economic Structural Adjustment Programme (ESAP), led to greater poverty rather than to poverty alleviation and that the Social Dimensions Fund (SDF) did not prove to be very effective. Concern was expressed that with 61% of Zimbabwean households classified as poor and 45% as very poor according to the 1998 Human Development Report (Raftopolous B. et al, 1998), a significant number of the country's children faced extreme poverty, which affected their education.

### **Temporary settlements**

- 3.2 While poor households can be found anywhere in the country, special attention was drawn to children in peri-urban, temporary or squatter settlements. Inadequate and unsuitable housing, and a high unemployment rate in these settlements worsened the condition of children. Reports indicated that these settlements were regarded as 'temporary holding camps' and because of their so called temporary nature no formal schools were built or provided. A settlement like Porta Farm had its first residents arrive in 1991, that is more than seven years ago, the span of primary school years.
- 3.4 However, the Commission had information that community efforts and support from NGOs were providing in the 'temporary holding camps' some informal primary schools, staffed by teachers who themselves did not receive any formal training and who in some instances did not receive a salary from government.

Often the school operated like a study centre and children had to travel to the next official and registered school to write their Grade 7 examinations. The picture that emerged was one of a serious lack of appropriate facilities, such as classrooms, playgrounds and toilets. It was noticed that in some settlements children had to use communal Blair toilets that were in poor condition and not accessible to children with disabilities. Resources like furniture, books and stationery were in short supply. The absence of water and electricity often added to the problems.

- 3.5 The Commission observed that Hatcliffe Extension 'Zambuko School' (primary) had an enrolment of about 223 with 'hot seating'. In most of the classes children knew of at least one other child that was not in school because parents had no money or children had to stay at home to look after siblings while their parents were working. Access to secondary school was more problematic still. Information obtained indicated that while in many of these temporary settlements Early Childhood Education and Care (ECEC) centres were started, access was very limited because of fees required to pay teachers and cover resources.
- 3.6 It became evident to the Commission that nutrition and health for children would require urgent attention. While ECEC centres offered some nutritious food, primary schools generally did not. When asked about their meals, many children at Zambuko had no breakfast and some had supper as their only meal. Some children looked malnourished and in poor health. Findings elsewhere showed a similar situation.
- 3.7 It was pointed out that these settlements have a population that would also be in great need of adult literacy and practical, technical as well as general skills training.
- 3.8 From written and oral submissions the Commission was made aware of the importance of birth certificates and the difficulty experienced to obtain these, because not all prerequisites can be met. There was a plea for some facility to expedite the issuing of birth certificates. The implications are that children without birth certificates cannot write public examinations. Inter-Country People's Aid (IPA) had a census in March 1998 which showed that out of 1361 children and youth 45

% have no birth certificates. Of special interest were the following tables (See Tables 1 and 2) provided by the Porta Farm survey.

**Table 1**  
**Children and Youth attending School at Porta Farm (1997)**

Level	Number of Students	Percentage
Pre-school	61	7%
Primary School	694	78%
Secondary School	137	15%

**Table 2**  
**Children and Youth not attending School at Porta Farm (1997)**

Age	Girls	Boys
4 – 6 years	69	58
7 – 9 years	10	10
10 – 12 years	11	6
13 – 15	20	11
16 – 18 years	18	16

*Source : Tables from the Porta Farm Census, March 1998*

- 3.9 These figures showed that when the family was faced with poverty, the girl child was at a particular disadvantage.

### **Street Children**

- 3.10 Respondents indicated that the high drop out rate was one contributing factor to unemployment and to the phenomenon of street children. Reports suggested that there were two types of street children, those who worked or begged on the street and returned home at night and children of the street, who stayed there because they had separated from their families. According to the Harare Street Children Organisation (HSCO in 1996) in a one head count of 1 856 children, the following reasons were given for taking to the streets.

40% driven by poverty  
30% abused/ ill treated by a step parent  
20% orphans  
10% run away either because of excessive discipline or for fun.  
(UNICEF 1998)

- 3.11 Children on the street were generally driven there because of extreme poverty. They tried to beg or earn some money by washing cars or guarding cars while parked. Some were sent to the streets by their parents or relatives who were ignorant of the dangers and repercussion but only saw monetary gain and were unconcerned about education. Others came into town during the school holidays or weekends in the hope of making a little money to supplement their school fees or basic necessities.
- 3.12 The Commission interviewed some who had completed primary school but had no money to continue with secondary education and were unable to find work. The lack of basic necessities, the absence of relevant skills for employment, utter boredom, and a lack of purpose made them drift into the streets to try and fend for themselves. There were also those who because of a problematic home background, be that a single parent situation, unemployment or divorce of their parents, or poor treatment from a step parent, made the streets their home. Here they were exposed to many negative influences, such as drugs, abuse and being enlisted by gangs of thieves. The mental state of these children, their lack of concern or desire for learning, the 'freedom' of the streets, all of these contributed to the difficulty of rehabilitation and providing a relevant and practical education.
- 3.13 The Commission noted that according to the Children's Protection and Adoption Act (Revised Edition 1996) a child who begs or engages in street trading is regarded as a child in need of care (CPAA 2 i, 10.1).
- 3.14 Government, NGOs and individuals have made some efforts to help these children with access to drop-in centres and boarding schools. Some provided skills training and helped children to get employment or become self-employed. They also assisted children to re-establish ties with their families or extended families. Further, they had outreach workers to make the drop-in centre known to street kids. It

was noted that Vision 2020 encouraged the Churches in particular, to provide such drop-in centres. Government established various committees to address the situation. The picture in the streets of Zimbabwe's cities and towns provides evidence that there is still a large number of children in the streets not profiting from education.

### **Working Children**

3.15 The 1992 census registered 38 560 children between 10 and 14 years as working and the numbers are likely to have increased in a worsened economic situation. The Commission became aware of children engaged in various types of work, such as

- seasonal labour on farms, particularly cotton farms
- earning to learn on tea estates
- working after school to earn, for example by vending
- opportunistic work like gold-panning

Attention has been drawn to the fact that helping and working at home is regarded by Zimbabweans as part of the training of a child and her/his contribution to the family welfare. This was accepted by most people. However, some respondents pointed out that this may not take such proportions that study will suffer or school is missed.

### **Disabled children**

3.16 The Commission heard that the most striking trend in relation to children with disabilities was the fact that many never come to school. Others who did go to school lacked adequate and appropriate resources to further their education, as well as opportunities for integration into the society and employable skills.

3.17 According to the 1996 Disabled Persons Act of Zimbabwe 17:01, a disabled person means:

*"A person with a physical, mental or sensory disability, including a visual, hearing or speech functional disability, which gives rise to*

*physical, cultural or social barriers inhibiting him/her from participating at an equal level with other members of society in activities, undertakings or fields of employment that are open to other members of society." (Section2)*

3.18 The general impression given was that many children with disabilities were still being hidden by their parents. Parents confessed that they did not know how to help their children with disabilities and how to access appropriate education. It was reported that early intervention programmes were too few and public education was still lacking. Some disabled children were hampered by the distance to the nearest school that had a unit or was specialised. Often a disabled child had no access to any education or was unable to access important information or secondary, higher and further education. Schools in turn complained of inadequate resources.

3.19 A special chapter of this report takes up the cause of the disabled child.

### **Orphans**

3.20 The general definition of an orphan is a child who has lost both parents. However, it was pointed out that the death of one parent and the responsibility of caring for the other parent, if ill, could be a situation of stress and distress and an excessively difficult task for a child. It was likely to impact on education, because there was no more money for education or responsibility for siblings led to irregular attendance or early termination of education. The Commission saw situations where the extended family according to the limits of its means assisted. NGOs also helped. However there was little evidence of government support with school fees.

3.21 The Report on the Global HIV/AIDS Epidemic, June 1998 by UNAIDS and WHO, Geneva 1998, indicates that the cumulative total of orphans in Zimbabwe whose parents died as a result of HIV/ AIDS was 450 000. It was pointed out by concerned respondents, that adequate education and care for orphans has to be planned for and provided.

3.22 The Commission became aware of some of the following scenarios: In some instances orphans were being cared for by the extended family.

Where a grandmother or other relative was present, there generally was love. Where land or employment existed there was enough to eat, but there were cases where it did not reach to cover school fees as well. The SDF fund, though said to be available for orphans (with both parents dead), is not adequately responding to all deserving cases. In some instances NGOs came in with support.

The Commission visited one NGO that spent at least \$ 170 000 per annum on school fees and went to great length to have school uniforms sewn for these children.

- 3.23 Respondents pointed out that there were cases where the extended family did not assist because they were overburdened already. In other instances children preferred to stay together rather than be farmed out to different relatives. Some households were headed by children themselves. This burden fell most of the time on the girl. If parents left property or land for their children, and these cases were rare, children were able to cover basic necessities. Once again this did not always extend to school fees and most certainly not to expensive uniforms, so often and insensitively insisted upon by some schools. School attendance fluctuated as there were chores and responsibilities like taking a younger sibling to a clinic or staying home with a feverish child.
- 3.24 Most of all, these young heads of households lacked parental guidance and the presence and care from an older and more experienced person. Concern was expressed that without a relevant and skill based education their future looked bleak.
- 3.25 Carers from NGOs for these children drew special attention to the problem of obtaining birth certificates. It seemed impossible for them to meet all the requirements for registration, for example a parent's death certificate was in the possession of a family member and difficult to get. It was also intimated that access to school was difficult without a birth certificate.

## **Abused Children**

- 3.26 There were complaints that abuse traumatised a child and in many instances of abuse the child's education suffered. It was reported that there were also some cases of abuse in school.
- 3.27 Various forms of abuse, physical, sexual and emotional were pointed out to the Commission. Physical abuse was not uncommon, particularly in the form of totally uncalled for and excessive corporal punishment. Cases had been reported of physical harm having resulted.
- 3.28 The Commission heard concerned voices about problems of sexual abuse that children experience, particularly where family members chose to remain silent about the plight suffered by the child. It was regarded difficult to deal with these cases as the law did not require a report to be made. The Commission was also informed that in 1995 and 1996 about 1 250 rape cases involving girls under 16 were reported to the police. Abused children often suffer from STDs and HIV.
- 3.29 Emotional abuse implied that a child was made to feel unwanted, was victimised or unjustly blamed. In many instances this lead to learning difficulties and behaviour problems that surfaced in school.

## **Early Marriages**

- 3.30 The Commission heard of cases, particularly in farming areas, where girls were getting married at the age of 14 and even at 12. Often such a girl had not even completed primary education. While teachers expressed great concern, parents tended to be silent about the issue. At times early pregnancies led to these marriages.
- 3.31 Many respondents complained that the Legal Age of Majority Act undermined parents' authority and was culturally not acceptable. On the other hand it was thought that the Legal Age of Majority at 18 would prevent marriages below the age of 18. It was noted with some concern that Section 22 of the Marriage Act (Chapter 5:11) set 16 as the minimum age for girls and 18 for boys.



3.32 In some instances the poorly resourced farm school did not offer enough motivation to children to regard education as important. Recreational facilities beyond the beer hall rarely existed. There seemed to be no vision or goal beyond the farm as children would follow in their parents' footsteps and generally work on the farm. This held true also of some mines. Secondary schooling for farm children was often inaccessible because of distances. Yet the Commission also saw situations where personal initiative of farmers and teachers provided good teaching and where vision led beyond the farm and incentives were provided for children who performed exceptionally well.

### **Children in Institutions**

3.33 The Commission's attention was drawn to a variety of reasons why children were being cared for in institutions. Most of these situations have been spelt out in the 1996 Children's Protection and Adoption Act

- a child needing a place of safety
- a child being orphaned and no suitable relative is found to care
- a child that has been abandoned, possibly at birth, or a child who got lost or is destitute
- a child with severe behaviour problems, truancy, drugs
- a child with a problematic home background
- children in prison below the age of 3 because they are too young to be away from their mothers, who have infringed the law
- severely disabled children
- a child who is terminally ill
- a child whose parent has been hospitalised for a long time

3.34 It was pointed out that these institutions have a bearing on the child's education as they are temporarily standing in for parents or guardians. When visiting children's homes, remand homes, probation hostels and training institutions it became evident that not all institutions were equally well equipped either with personnel or with resources. Lack of funds was often the major cause.

- 3.35 In Female Prisons small children up to the age of two were staying with their mothers who were in conflict with the law. Efforts were being made to provide creche-like facilities and get some of the older women to take care of the small children while their mothers were working. However, trained ECEC personnel and some facilities especially appropriate for this age group were lacking. The Commission was told that in January 1999 there were 46 children staying with their mothers in prison.
- 3.36 While the Department of Social Welfare paid a maintenance fee for children committed to the care of an institution, institutions found this amount far from sufficient. If the shortfall could not be covered from donations the situation was difficult. Also, there were not adequate funds for expansion or alterations to bring facilities up to more modern standards.
- 3.37 The Commission noted dedication and efforts of carers to do the best for the children, even where facilities and space were limited. Children from Homes generally attended the nearest government school, an appropriate opportunity to integrate with other children and learn. It was reported that more Homes became aware of the importance and relevance of early childhood education and started ECEC centres. The Commission was told that the benefits of ECEC for the all round development of the child were very evident and showed up particularly when they go to school.
- 3.38 While persons in charge of a Home generally had appropriate training, hostel masters and matrons often lacked specific preparation for their jobs and had little chance or not enough money to avail themselves of courses in counselling and other skills. Where a school was attached to a Home and teachers therefore dealt with whole classes of children who had problems, they felt inadequately prepared by their teacher training to handle these situations. Some inservice training was taking place, but more would be desirable. It was pointed out that there was a significant increase of placements of abandoned children and HIV infected children in Homes. This was leading to a whole new situation of providing care.

## **Children in Remote Areas**

3.39 Respondents told the Commission that children in remote areas did not always have access to education. Poor roads made the area inaccessible and some times it was an area prone to drought. Further, there were children who had to walk great distances and the presence of wild animals in some areas made it impossible or very difficult to go to school. Flooded rivers were a special hazard in the rainy season. These distances had in some instances led to the phenomenon of 'bush boarders' which put children at a further disadvantage as they were away from their homes and generally did not have adult guidance and supervision while boarding.

## **Abandoned Children**

3.40 Carers pointed out that children who had been abandoned were in a particularly vulnerable situation. Some were abandoned at birth. Others were abandoned later and often under 6 years of age. The situation that gave rise to this in many instances was a family crisis. Generally these children were taken to institutions if no placement was found in the extended family or community. At times, when they were still very small, they were taken care of in the paediatric ward of a hospital. The emotional trauma of abandoned children had a negative impact on their learning. Some people said that there would be need for more and varied opportunities for short term placement with the ability and atmosphere that would reassure a child and provide a place of safety till the family crisis had been solved. Individual attention in school would be needed to make sure these children cope with their emotional problems and benefit from their education.

## **HIV/AIDS and Children**

3.41 Different people expressed their concern about the problems posed by HIV/AIDS for the future of Zimbabwe and pointed out that children could face three possible problems

- being at risk
- having been infected
- being affected by the situation

- 3.42 The danger of being infected was reportedly dealt with by AIDS education in the schools. However, many teachers indicated that they were inadequately prepared to teach this. HIV prevention, they said, was not easy to teach as information alone was not adequate. Motivation for sexual responsibility, that was no sex before marriage, and skills to be self determined and defend oneself when threatened or pressurised, were said to be difficult to impart. Teachers and parents alike pointed out that the media rarely treated this subject from the point of view of abstinence before marriage and faithfulness in marriage as the best and most ethical as well as cost effective ways of preventing HIV. Mixed messages from society often left children confused and vulnerable. Most parents made it clear that they did not want their children to be taught about 'safe sex', but rather about saving sex for marriage.
- 3.43 It was reported that children who have HIV/AIDS are in need of special care. Good nutrition, loving acceptance and support, counselling and in particular an education that proved meaningful, creative and holistic, those were regarded as essentials.
- 3.44 The Commission heard of instances where children were affected by HIV/ AIDS because parents or relatives were suffering from HIV/AIDS. These children needed special support in order to ensure that their education was not interrupted or prematurely terminated. Their lives were full of stress and distress as they cared for ailing and dying parents or relatives. Often they also were responsible for their peers and tried to make ends meet under very difficult circumstances. There were some support systems in particular by NGOs for these children, but not every child had access to this support.

### **3 COMMENTS**

- 4.1 Children are the country's greatest asset. The Commission believes that far too many children find themselves in especially difficult circumstances. Africa has an estimated 120 000 child soldiers. Fortunately there are none in Zimbabwe. Yet some of the especially difficult circumstances in which children find themselves in Zimbabwe are life-threatening, impact negatively on their education and diminish the quality of life. The root causes of each situation will have to be addressed. A multi-sectorial approach is indispensable, but

the education system in particular needs to take cognisance of the plight of so many children and give care, education and counselling.

### **Poverty**

- 4.2 Poverty affects a very large percentage of the population and repercussions are felt and experienced by children, when parents have no means and when a government is said to be short of money and does not allocate enough funds for the education of the children. In a wholesome family the budget for food, education and health of children are priority. Parents will save and sacrifice at every opportunity to safeguard these essentials. It should not be too much to ask a nation to save and sacrifice for its children's education and health.

### **HIV/AIDS**

- 4.3 HIV/AIDS poses a major threat to children. The Commission believes that parents and teachers need to model a responsible life style. It is also their duty to give sensitive, moral guidance at the appropriate maturity levels. The school has the responsibility to support the parents in providing positive personal and social values and promoting an HIV free generation. Society at large also has the duty to guide children to make responsible choices for life.
- 4.4 Children who are burdened by being infected or affected will need care and help. Special support and counselling has to be made available. The significance of religious and moral education and of pastoral care should not be underestimated. Government, churches, NGOs and others need to be partners in educating and caring for these children.

### **Disabled Children**

- 4.5 For disabled children early intervention is possible only if there is a national education campaign on how to identify disability and how to help the child. Educational opportunities, be that in resource units or in special centres, have to be made known to the public. Early intervention requires trained personnel to visit the community and individual homes.

## **Abuse**

- 4.6 To begin to turn the tide in respect of abuse it should be mandatory to report abuse. Parents and schools need to be vigilant, protect and educate their children about this threat. Fortunately there are some attempts at reaching out to children in distress, be that by organisations like Child Line or the Victim Friendly Courts.

## **Working Children**

- 4.7 Working children would need more attention and help so as to have their situation improved gradually but definitely. The Commission believes that while doing small chores can be an important education, there is need to allow a child to be a child and not to overburden a child with heavy chores at too early an age. A child needs time to study, time to play and socialise.
- 4.8 Children who are earning to learn, like on the tea estates, have often been provided with a fairly well equipped school. However, this programme will need careful monitoring by the Ministry of Education, Sport and Culture in terms of the labour laws of Zimbabwe. While it may be argued that children who are working on tea estates would not have an education, if they did not earn to learn, that is, they would miss out on an essential right, their right to be children needs to be guarded as well. Special attention therefore should be given to a child's health and age, the type of work, the hours of work, protective clothing, and safety against any hazards. A constant improvement of the situation of the child needs to be aimed at and achieved.
- 4.9 A child's right to education must be safeguarded. In Colombia coffee growers have a school calendar that takes cognisance of harvesting time so that children can help parents without missing school. Zimbabwe should explore this possibility. However, there is a difference between helping and being hired. There is need to safeguard against any exploitation.
- 4.10 Chores at home can be educational, but if too heavy and too lengthy they are detrimental to the child's education.

### **Children in 'Temporary Settlements'**

- 4.11 Children in so called temporary settlements deserve an education provided by the state. The temporary nature may permit good quality pre-fabricated buildings rather than more permanent buildings, but opportunities for basic education must be accessible for all.
- 4.12 Teachers at these schools should be paid a regular salary like those at any other school. Ways have to be found to provide also essential resources for these schools.

### **Early marriages**

- 4.13 If early marriages are to be avoided, particularly in farming areas, the improvement of education facilities can provide major motivation. At the same time there is need for public education. Children also need role models that will help them to make better choices. Opportunities and incentives like scholarships for boys and girls to pursue secondary education and professional training should be provided.

### **Children in Institutions**

- 4.14 The Commission believes that institutions should be a temporary measure only and that they should provide an atmosphere of a home rather than one of an institution. Great efforts have to be made at selecting suitable education and training and opportunities to integrate children into society.

### **Street Children**

- 4.15 The situation of street children will have to be addressed from various perspectives. It would seem that the strengthening of the family unit and a basic education with a practical skills base has to be made available to every child. For those now living on the streets it would be important that drop-in-centres and live-in-centres will assist them with appropriate education and acquiring skills for employment. The possibilities of reconnecting with their families should be explored where possible. Access to small plots of land might help them to grow vegetables and market these.

## Children in Remote Areas

- 4.16 In cases where children have to walk excessive distances multi-grade teaching at satellite schools could be tried out. The present unsupervised forms of bush boarding are likely to be educationally counterproductive. Some alternatives would be distance education or simple but well run and supervised weekly boarding schools.

## 4 CHALLENGES

- 5.1 The greatest challenge in the third millennium is to halt the erosion of family life and to ensure every child the security of a home, where she/he is loved, cared for, guided and promoted. Conflict resolution and non-violent, non-abusive ways will have to be found to strengthen all the members of the family of the nation.
- 5.2 The education system needs to provide for all children, particularly for those children who find themselves in especially difficult circumstances, a realistic, practical education that will lead to employment or self-employment.
- 5.3 If WHO's projections are not overestimated then by the year 2005 Zimbabwe will have an estimated 1.1 million orphans who need to find love, care and education. The cultural provision for orphans in the extended family should be utilised and encouraged.
- 5.4 Survival will demand effective poverty alleviation and the promotion of an AIDS free generation. A spirit of simplicity and sharing will be the most likely avenues to overcome poverty. A behaviour change that fosters self-discipline and faithfulness will be the best avenue to combat HIV/AIDS.
- 5.5 'To be or not to be' as a nation is a very real challenge and will be influenced by the policies that will be put in place to ensure the safety of children and guarantee quality Basic Education for all. The relevance and the value of the spirit of traditional education in Africa, where the whole community educates, where the *unhu/ubuntu* philosophy is promoted, will have to be explored in the third millennium.



## 6 RECOMMENDATIONS

6.1 Adult Education should be provided in ways that strengthen the family unit and promote good parenting skills, such as

- constructive conflict management for parents in their relationship to each other and to their children
- improvement of parenting skills, especially when faced with problems, special needs or new challenges
- identification of disability or special needs and where to find appropriate help
- promotion of an HIV/AIDS free generation through behaviour change
- the education of girls and the role of women
- providing a home/family for an orphan

6.2 The following approaches to enable children to remain in school are recommended

- the creation of a national fund to assist with school fees to be established by the Ministry of Education with co-operating partners, disbursed according to a formula to local government who will respond along established criteria to applications by heads for students who are orphaned or whose parents are destitute
- incentives to industry for scholarships for poor students and resources for poor schools
- twinning of schools with resource sharing and support for poorer schools
- the strengthening of the current regulation which does not permit a child to be debarred from school because of uniform; rules pertaining to shoes should be relaxed and home-made uniforms be acceptable.

6.3 Provisions should be made for

- a review of the process to obtain birth certificates
- constructive guidelines and criteria to be developed on how to improve and monitor the situation of children who are working

- drop in centres with appropriate education, skills training for street kids and where possible reintegration into the family
- the registration and improvement of schools for children of farm labourers
- access to education for children in temporary settlements
- setting up more resource units for the disabled
- channels of appeal for children who are abused
- necessary resources for institutions, such as children's homes, to provide appropriate home and care for children and assist holistic education

#### 6.4 Co-operation between community, home and school

- local authorities are to be concerned and give financial support for the education of orphans
- dialogue between parents and school to reduce absenteeism
- the school environment to be friendly and teachers to be trustworthy
- counsellors to be available for parents, teachers and students.

## CHAPTER 11

### EDUCATION AND TRAINING FOR THE DISABLED

#### Introduction

- 1.1 The Terms of Reference indicate that the Commission can look into any matters that are educational and make recommendations accordingly. Term of Reference 2.1.2 states: *identify specific areas in the education and training systems requiring reform on a short term, medium term, or long term basis.*
- 1.2 Special needs education is an area requiring reform. It has a rightful and legitimate place in the education system and, therefore, needs to be part of this report.
- 1.3 As the Commission went around the country and on study tours outside Zimbabwe, it became aware of the importance of Special Education and its various aspects. This chapter deals with education and training for those with varying disabilities. It looks at
  - History
  - Training
  - United Nations declarations
  - Recommendations for the next millennium.
- 1.4 Zimbabwe had some ad hoc programmes for the disabled. These were initiated by the mainline churches during the late 1920s. The thrust of these church-run Special Education programmes was mainly to care for children with disabilities, equipping them with basic skills in art, craft and some writing, introduced gradually over the years.
- 1.5 As more countries realised the need to develop education for the disabled, they came up with resolutions to address the situation at the United Nations (UN). The UN passed a number of declarations on this subject. For the purposes of this report, only three of the declarations have been cited. These are (a) the 1983 World Programme of Action, (b) the 1989 Convention on the Rights of the Child and (c) the 1993

## Standard Rules on the Equalisation of Opportunities for Persons with Disabilities.

- 1.6 The 1983 World Programme of Action on Persons with Disabilities was passed by the United Nations General Assembly after realisation that issues of persons with disabilities were not being taken seriously by governments of the world.
- 1.7 The Convention on the Rights of the Child was passed in 1989 to recognise children with mental or physical disabilities as active participants in communities. It states that these children should have effective access to education, training, healthcare and rehabilitation services, preparation for employment and recreation opportunities.
- 1.8 The Standard Rules (1993) on the Equalisation of Opportunities for Persons with Disabilities emphasise the need for a clearly stated policy on education and training for the disabled that covers the provision for girls and boys with all kinds and levels of disabilities including the most severe.
- 1.9 The Rules further stipulate that the quality of education for the disabled should reflect the same standards and ambitions of general education. Students with disabilities should be afforded the same portion of educational resources as students without disabilities.
- 1.10 Generally, there are concepts which have come to be associated with the education and training for the disabled. These include Special Education, disability, integration, inclusion, mainstreaming, rehabilitation.

## **2 CURRENT SITUATION**

- 2.1 The first example of Special Education in Zimbabwe was for the Blind. It was started in 1927 by Mrs Margarretta Hugo of the Dutch Reformed Church of South Africa with an initial enrolment of three pupils. Thus, the school was named after the founder and became known as Margarretta Hugo School for the Blind. Today, the school enrolls over 200 blind pupils. The introduction of education for the Deaf was in 1947 at Loreto Mission, Gweru with the enrolment of two children. This school was later transferred to Emerald Hill School for

the Deaf in Harare. The school currently has an enrolment of about 245 children.

Education for the mentally handicapped was started in the early 1960s under four separate organisations which later merged to form what is now known as ZIMCARE Trust. It has a number of schools for the mentally impaired and also has a training institution in Bulawayo.

2.2 The pupils were taught crafts which include basketry and mat-making for boys, sewing and knitting for girls, as well as music. Since independence in 1980, the subjects taught have increased to include Braille, English, Mathematics, Ndebele, Shona, Environmental Education Agriculture and Science, Social Studies, Physical Education, Moral and Religious Education, Music, Home Economics, Art and Craft, Mobility and Orientation, Typing, Sign Language, Commerce, Literature in English, Aids Education, Guidance and Counselling. These subjects are taught at different institutions depending on the type of disability the students enrolled have.

2.3 In the early years of Special Education, training of specialist teachers was in two forms

- through visiting professionals who offered on-the-job training
- outside Zimbabwe, particularly in Malawi, South Africa and overseas.

The Specialist Teacher Training course was started in 1962 at Waddilove Training Institute and the training period was three months. The training of specialist teachers was later transferred to the United College of Education, Bulawayo. The colleges trained specialist teachers in three areas of disability namely, the blind, the hard of hearing and the mentally impaired.

2.4 Special Education is being taught up to Grade 7. The three areas, Blind, Deaf and Mental Impairments are formally taught at primary school level. There are some private and church/trust schools that offer Special Education at secondary school level, mostly for the blind and the deaf. These children may proceed to university but very few go to the teachers' colleges or technical colleges for training.

- 2.5 In Zimbabwe, the current situation is one of integration where children with disabilities are deliberately brought together with non disabled children. This has been done with the three major disabilities mentioned above. This process of integration does not cover children with severe handicaps and the multiple disabilities or those with severe mental disabilities.
- 2.6 An attempt has been made in Zimbabwe to offer therapy to children with disabilities in institutions and schools that teach speech and muscle therapy. There are a handful of highly equipped schools in the country which are extremely expensive and, as a consequence, very few children with disabilities access these schools. In addition, a number of private organisations such as Jairos Jiri and a number of church organisations offer therapy to disabled children.
- 2.7 At the district level, rehabilitation units are attached to hospitals throughout the country but are not fully utilised. There are only two Children Rehabilitation Units, one at Parirenyatwa and the other at Mpilo hospitals. They are not fully utilised as parents regard their establishment in hospitals as implying that their children are sick.
- 2.8 Education for the disabled has been taken as a charity issue and not as a right. This is evidenced by the lack of clarity on the part of the Education Act (1987) on Special Education. It has resulted in a situation where there is inadequate provision of equipment and materials for Special Education. Nevertheless, some NGOs and church organisations have continued to supply materials and equipment for special needs education in the country.
- 2.9 The Chief Education Officer Circular No. 3 of 1989 spells out the curriculum in Special Education with emphasis on appropriate teaching techniques and adapting to the child's special needs. Despite this circular, most specialist schools and resource units continue to use the same curriculum as that used in regular schools. This has resulted in poor academic results being registered amongst those few children that access Special Education.
- 2.10 Children with multiple/severe handicaps are generally kept at home with only a few in institutions. There are no facilities for those children in this category. Most of these children need individual

assistants who would help them to get around. These assistants are paid like general hands and have no special budgetary allocation. Most of the institutions are run by parents themselves, private voluntary organisations and churches. When children who have severe disabilities turn 18, there are often no alternatives for their progression. These are forced out of the institutions when they are over 18 years of age and are sent into Ingutsheni and Harare hospitals. There are no alternatives for their life at the institutions.

2.11 Special Education in Zimbabwe is not readily available at secondary and high school levels. Access to tertiary and other training institutions is also limited for those students with disabilities, hence training is rudimentary and confined to basic handicraft skills. There is no appropriate equipment and material for use by the disabled in skills training and there is no formal tertiary education for the disabled.

2.12 Special Education is under the management of Schools Psychological Services but with no clear policy in place. Special Education Programmes are implemented through Ministry circulars.

2.13 According to Secretary's Policy Circular No. P. 3 of 1990, the teacher-pupil ratios for special classes should be

- 1 : 7 for the deaf
- 1 : 10 for the blind and low vision
- 1 : 15 for the physically disabled.

Each special class has one type of disability and disabilities are not mixed.

2.14 Government has made efforts to standardise sign language by the launch of the first volume of the Zimbabwe Sign Language Dictionary. This dictionary gives signs in English.

2.15 The country has a well equipped National Braille Press and an Audiological Laboratory, but these institutions are not properly financed.

2.16 There are centres that train disabled students in the country, for example Ruwa Training Centre, Lowdon Lodge Training Centre (Mutare), Tsanga Lodge (Nyanga) and there are two production centres called sheltered workshops employing persons with disabilities, such as RESCU (Harare) and Abilities (Bulawayo). Other training colleges in the country, public or private, have neither provision nor programmes for students with disabilities. This is further compounded by the fact that industry is not keen to take disabled students on attachments.

2.17 There is no transport in place to carry children with disabilities usually from a high density suburb where to a low density special institution are located. As a result, these children have to use two buses to and from school. The care required to transfer children from one bus to another discourages most parents to send their disabled children to school.

### **3 FINDINGS**

3.1 The Education Act of 1987, amended a number of times to date, was cited by respondents in the field of education for the disabled who blamed the Schools Psychological Services for implementing Special Education programmes without a clearly laid down policy.

3.2 Respondents pointed out that many disabled children are still being kept in homes with some of them still being hidden from the society by parents/guardians. Parents and/or guardians confessed that they did not know where help could be obtained for their children. Some showed negative attitudes and over-protection, while others lacked acceptance and understanding of disability as a normal natural occurrence in a family. Most parents of disabled children are divorcees because of beliefs associated with disability.

3.3 It was noted that government has established resource units in some schools at primary school level for the following disability areas: the Deaf, the Blind and the Mentally Impaired. These resource units were not fully equipped. For example, the Resource Unit for the Deaf did not have sound proof equipment and the children themselves did not have appropriate hearing aids.



- 3.4 It was pointed out that there were remedial classes for slow learners in some schools. Teachers of those classes had only attended workshops and other orientation courses on methods of handling slow learners.
- 3.5 People complained about the paucity of information on the number of children with disability in Zimbabwe. This has made it difficult for the Ministry to come up with clear programmes for children with disabilities so that they would receive appropriate educational services in the country.
- 3.6 It was pointed out that the identification of these children is usually done by the Ministry of Health and Child Welfare officials, school teachers and social workers. The process of identification is done through the rehabilitation departments found in most district hospitals including the Children Rehabilitation Units in Harare and Bulawayo. These identified children are then referred to various non-governmental and church organisations for possible appropriate rehabilitation services.
- 3.7 The Commission was informed that children with disabilities were being referred to the department of Social Welfare for financial assistance to buy mobility appliances and for school fees. The general trend was that those who got enrolled in rural schools near their homesteads were very few. The children who got financial support from the Social Dimensions Fund were those placed in government schools. The Social Dimensions Fund delays payment for these students or does not pay at all. Those that go to specialised private schools are not supported because of high costs.
- 3.8 The Commission also found out that most Special Education centres provide mainly for the physically disabled. Those are children who were affected by such diseases as polio- myelitis, accidents, war victims and others. These types of disabilities were said to be easy to integrate into the mainstream. One Chief Education Circular on Special Education was even seen to limit access to public school education by the disabled children.
- 3.9 It was noted that the National Braille Press and Audiological Laboratory are not operating to capacity. The two institutions now

have a skeleton staff. The rest have been redeployed to schools. There is no national braille code in place. The braille needs of the country are now being supplied by private organisations and NGOs like the Dorothy Duncan Centre and the Council for the Blind. There are intentions to lease these institutions out to private organisations.

3.10 It was stated that the teaching of sign language in Zimbabwe was not properly co-ordinated. The sign language varied from one region to the other. The sign language used at home was noted to be very different from the one used by the school system.

3.11 Parents/guardians pointed out that their deaf children could not be integrated into the mainstream education system. They felt that their deaf children would learn better in separate institutions.

3.12 It was pointed out that formal full time training for Special Education teachers is being done at one Teacher Training College, the United College of Education in Bulawayo. These teachers are trained for sixteen months after which they are awarded a Diploma in Special Education in three areas only, that is the Deaf, the Blind and Mental Impaired (mild).

The training is mostly for primary school teachers. Other colleges, namely, Mkoba (Gweru) and Mutare Teachers' Colleges, teach aspects of Special Education to their trainee teachers in an ad hoc manner.

3.13 It was pointed out that after qualifying, specialist teachers receive additional notches onto their salaries. This is not a promotional grade.

3.14 The Commission heard that the specialist teachers are deployed to their original schools upon qualifying even if there is no need for a Specialist teacher at that school. The teachers regarded this as a waste of skill and resources since they ended up losing their acquired skills. They argued that these skills in special education are highly technical in nature and need to be used.

3.15 It was said that recruitment of trainee teachers in Special Education was done through the Regional Offices. Trainees were recruited from

qualified practising teachers with a continuous teaching service of at least 3 years.

- 3.16 Students with disabilities mentioned that newly qualified diploma teachers were not effective in their areas of specialisation. For example, a specialist teacher for the deaf had to learn sign language from the pupils before teaching them. Some of the specialist teachers have no teaching vocation but teach for the salary notches they get after training.
- 3.17 Some institutions and resource units indicated that they had no proper equipment for use by learners with disabilities such as computers for the mentally disabled children or spastic children or sound proof-rooms for the deaf.
- 3.18 Lecturers stated the need to have Special Education as a teacher training curriculum subject. Most teachers and lecturers in service at nursery, primary, secondary or tertiary school levels have no training in Special Education, despite the fact that all teachers in their course of duty come into contact with children with disabilities.
- 3.19 Computer training colleges gave reasons of high costs involved in procuring relevant computers for such training. Training in computer studies is not being taught to manipulate the remaining senses in children with sensory disabilities including those with mental disabilities.
- 3.20 It was noted by the Commission that sports disciplines for students with disabilities were very few. Sport for the disabled was being developed by NGOs and private organisations with the Zimbabwe Special Olympics developing sports for children with mental and sensory disabilities and the Zimbabwe Association of Sports Persons with Disabilities catering for other forms of disabilities.
- 3.21 It was pointed out that there was a government education grant of \$150.00 per month per child for disabled children in institutions. This is in addition to the normal per capita grant per level of education. This grant is being managed by the Social Welfare Department. Some NGOs and church organisations offer school fees as assistance to disabled children in schools and institutions.

- 3.22 It was stated that there were some pupils with severe cases of disability who need constant therapy (speech, physical and occupational). Some of these pupils need at least ten treatments a week at \$20.00 per treatment. This amounts to \$200.00 per week. Where government institutions are available, there is no charge.
- 3.23 Respondents said that mobility appliances were given to disabled school-going children but limited to surgical boots, callipers (straight) and crutches or walking sticks. There was no provision for wheelchairs and artificial limbs. Similarly, there is no provision for Hearing Aids, spectacles and specialised creams for albinos and braille paper and equipment. The students surrender the equipment and other appliances to schools or institutions when they graduate.
- 3.24 Respondents pointed out that there are no proper facilities for the disabled and there was lack of equipment resulting in children with specific disabilities not being accommodated in the Early Childhood Education Development (ECED) centres throughout the country. They stated that ECED teachers and communities had no skills in early identification of disabilities in children. The teachers in these centres had no formal training to cope with young disabled children.
- 3.25 There was a call to integrate children into the mainstream education system. The existence of separate schools for the disabled, including resource units in ordinary schools, was not supported by many respondents.
- 3.26 The Schools Psychological Services was not clearly visible on the organisational chart of any of the Ministries of Education. It was pointed out that consequently, clinical psychologists have been put in charge of a programme that has activities which are not entirely psychological in nature.
- 3.27 It was pointed out that there is no clear principle on slow learner classes and, in some instances, the teachers in charge of these classes have no special training.

## 4 COMMENTS

- 4.1 The Commission observes that there is no specific policy on Special Education. Such a policy should be formulated and implemented. It should deal with issues which include the teacher training curriculum, the teaching and learning curriculum, the development and teaching of a Zimbabwean Sign Language, the provision for mobility appliances for learners with disabilities, including hearing aids and spectacles.
- 4.2 The lack of a comprehensive policy on Special Education raises questions as to what policy Schools Psychological Services is using in implementing the programme on Special Education. The Commission notes that Ministry of Education, Sport and Culture issues circulars from time to time in an effort to direct the activities on Special Education. This clearly shows that the Ministry of Education is running this programme on a caretaker basis.
- 4.3 The constant use of derogatory terms which define and describe persons with disabilities is common. In this politically conscious day and age, many persons with disabilities find such terms offensive. For instance, persons with sensory, mental or physical disabilities are often referred to as deformed persons while those with hearing impairments or visual impairments are referred to as **dumb, mute, deaf or blind** persons respectively. These terms should not be used because they label people and they are discriminatory. Realisation of this will help reduce stigmatisation of the disabled in Zimbabwe.
- 4.4 Parents or guardians do not have the expertise to cope with the arrival of disability in their homes. This usually leads to most marriages breaking up. Cultural beliefs regard disability as a curse from God or ancestral spirits. This explains why most families with disabled children are single parent families or the children live with a guardian.

The guardian tends to give only the basic survival needs to these children, given the poverty levels amongst the general populace.

4.5 In Africa, Special Education as a formalised system is a relatively new concept. Many of the African nations are still learning its planning, organisation and orientation and it has inherently been characterised by poor funding, lack of information, negative attitudes, neglect of African values and selfish interests by its so called experts.

In Zimbabwe, a theoretical interest on Special Education has been shown by adopting foreign policies such as mainstreaming, integration, inclusive, community and social rehabilitation without a careful study.

4.6 The Commission acknowledges the existence of a Disabled Persons Act Chapter 17.01 (1992). This legislation is silent on education and training of children or persons with disability. It is also silent on the language which helps the disabled to enjoy their rights as full citizens of this country e.g. the right to information by the Deaf. This Act is administered under the Department of Social Welfare. By so doing, the Government has made issues and rights of disabled persons not to be dealt with in a holistic manner. Some government departments now refer all issues of the disabled and persons with disabilities to the afore-said department.

4.7 The Commission observes that there is no specific budget from the two ministries of education for Special Education programmes. There is also a serious shortage of human, material/equipment and infrastructural resources for Special Education. Thus, most programmes for Special Education are donor-funded and run by private, church organisations and NGOs. Government's efforts are in the form of remedial classes, poorly equipped resource units, collapse-bound National Braille Library and the audiological laboratory and an unmotivated staff.

4.8 The disabled students that are lucky to be enrolled in private institutions are assisted with a grant of \$150.00 per month by government through the Department of Social Welfare. In most instances, the boarding fees per term range from \$900.00 to \$2 000.00 per child enrolled. Therefore, most parents and guardians cannot afford to send their children to school since the fees are exorbitant and prohibitive.

- 4.9 The training of specialist teachers takes sixteen months at UCE. During the training, trainee specialist teachers receive a general education on all disabilities, and carry out a rehabilitation case study on a disabled child in the communities of Mzilikazi and Barbourfields suburbs, resulting in the design and implementation of a programme. They then proceed for practice teaching at a special school. The training programme is quite relevant but the major setback is that trainee teachers have no prior exposure to Special Education. These specialist trainee teachers only come into contact with special education for the first time when they go for training at UCE.
- 4.10 There is a clear lack of co-ordination of Special Education programmes in Zimbabwe. Most players in this field try to implement what has been borrowed from other countries without having carried out a careful study of Zimbabwe's own situation and requirements. Every player in the field believes they are running the best programme on Special Education. Efforts by providers of Special Education seldom go beyond secondary school level or high school and tertiary education. There are no meaningful training programmes for disabled school leavers and drop-outs from the system.
- 4.11 The Commission observed that the examination system is the same for all learners, including the disabled. The ministries of education allow an additional 25% time to candidates with disabilities, if required. Considering that some children with disabilities are spastic, arrangements should be put in place to allow them to take examinations on their own. The blind students are given the same examinations as the sighted regardless of their conditions i.e practical examinations in chemistry and diagrammatic images in Mathematics.
- 4.12 The introduction of the Zimbabwe Sign Language Dictionary is a noble and welcome idea. Sign Language is the first language of the deaf hence its teaching should not be in any other language except signs. Currently, the Zimbabwe Sign Language is being taught to the Deaf enrolled in schools or those attending Resource Units. Such a situation causes problems since the majority of the Deaf are not in school. Similarly, parents and guardians with children attending schools have no access to the Zimbabwe Sign Language. Communication using signs becomes frustrating when children return home from school.

- 4.13 A close analysis reveals that Special Education in the country did not aim at empowering persons with disabilities. Generally, it was the common physical disabilities that benefited from the assistance from the churches. Those children with sensory or mental handicaps did not benefit at all. It should be noted that during these years most of the persons who benefited were mainly adults.
- 4.14 The Commission observes that the only data available on disability was from a Survey on Disability which was conducted in 1982/3 during the period of dissident unrest in the Matebeleland and Midlands regions. The obvious implication is that this part of the country was not adequately covered or never covered by the survey. Hence available data does not reflect the true position with regards to disability in the country.
- 4.15 Specialist schools and rehabilitation units are not readily available and the great distances between these schools with such facilities make access to education difficult. Therefore, most children are kept at home. The lack of adequate support in rural and urban areas was said to limit chances of any form of employment after school, despite ZIMPREST.
- 4.16 Most children with disabilities who manage to get to school attend school when they are past the school going age. For the majority who can not go to regular schools there is no alternative access to learning of any kind.

## **5 CHALLENGES**

- 5.1 Under the 1994 U.N. Standard Rules on the Equalisation of Opportunities for Persons with Disabilities, Zimbabwe will need to stretch the available resources and ensure that its disabled community is adequately provided for in terms of educational opportunities. Government, parent groups and NGOs will need to work together in the provision of resources, especially those whose costs are beyond the reach of individuals such as limbs, wheel chairs and creams for albinos which should be provided free.



- 5.2 More openings than at present will need to be made in tertiary and vocational colleges for the disabled so that they get adequate training in any of the four tracks. The need for all TTCs to offer a compulsory module in Special Education is imperative for the future. Other colleges too, polytechnics, universities, should have components of special education. Industry should be challenged to accept disabled trainee students on secondment.
- 5.3 Teachers already in service will need in-service training so that they can identify and refer cases for professional assistance. The same will be required of pre-school teachers who also need proper training. A healthy situation will be one where there are more TTCs engaged in training specialist teachers at basic education level and beyond.
- 5.4 Government will have to provide an adequate budget for special needs education. The future should see both central and local government planning for the education of children with special needs in a more organised way than at present where it is left to NGOs, charitable organisations, churches and individuals.
- 5.5 There must be provision for free education for the disabled. As discussed elsewhere in this report, institutions for continuing education should be encouraged to target groups within the society that require special support through model experiments that can improve their lives (Chapter 7). Financing of materials for special education is required.
- 5.6 The efforts made to date in producing a Dictionary of the Zimbabwean Sign Language are a step in the right direction. However, more needs to be done in the development of a standardised, uniform sign language for the country. A lot of research will have to be undertaken in order to develop a language which is easily understood by all the deaf in the country.
- 5.7 The present situation where there is no data on the number of disabled persons in the country will need to be addressed. Save for the incomplete survey made, there will be a strong need for a nationally conducted data collection exercise that should account for disabled children and adults in the country. It is then that the country can

properly and adequately plan for Special Education programmes in the future.

- 5.8 Attitudes towards people with disabilities will need to change drastically. The cultural and societal beliefs regarding disability must give way to more scientific and natural causality that disability can befall any individual, family or community. Industry, in particular, needs to be more accommodating and accept those with disability if not for their hard “industriousness” then for their right as human beings to training and employment.
- 5.9 A greater awareness and community participation needs to be generated in the field of Special Education. Parents, communities, pressure groups, teachers and heads, local authorities and media should work together to bring about positive awareness on the need to make education for the disabled accessible.
- 5.10 The acceptance of disability as a fact in a society should be publicised in all communities. Pamphlets at public places, posters, programmes on electronic and print media should be such that they portray and encourage full involvement of disabled people in public functions. Heads of schools, teachers’ training colleges, and the private sector need to have a complete paradigm shift towards the education and employment of the disabled.
- 5.11 The future calls for more assistance being given to those with multiple disabilities who have tended to be excluded from education. There is general acceptance of educating the blind, the deaf, the mentally impaired and those with other physical disabilities, but the idea that those with multiple disabilities can learn eludes many.
- 5.12 Most of the equipment and technology usually given to centres for disability are often donations which have become obsolete in the country of origin. While it is accepted that Zimbabwe has not achieved high technological levels, the challenge of the future demands that relevant technology in Special Education is adopted. Best technologies available in equipment, production and learning material, should be available to the various disabilities so that the best is provided for children with disabilities.

- 5.13 The provision of technology that can be transferred from one institution to another is desirable and necessary. The technology should be user friendly and easily adopted to the local environment.
- 5.14 The disabled need to be mobilised and motivated in order to take part in programmes that empower them.

## **6 RECOMMENDATIONS**

The Commission recommends that:

- 6.1 A specific policy on Special Education be made to cover pre -school, basic and post basic education. The policy should include the teaching and learning of a Zimbabwean Sign Language and the provision for mobility appliances for students with disabilities.
- 6.2 An inclusive type of education be adopted for the country at all levels of the education system.
- 6.3 A national survey of all children with disabilities in the country should be conducted and disabled persons should be classified according to their disability.
- 6.4 All teachers and lecturers be trained on the basics of Special Education at all levels of education.
- 6.5 Parents be educated to identify different forms of disability at an early age.
- 6.6 All persons with disabilities in the country be mobilised so that they may participate meaningfully in education and training programmes.
- 6.7 Children/persons with disabilities should have access to adult nonformal education to the highest levels of education and training.
- 6.8 Free education be available for all children with specific disabilities at all levels. Appliances used by disabled students be provided gratis.

- 6.9 Adequate human, financial and material, resources be provided for Special Education.
- 6.1 The National Braille Library and Audiological Laboratory be revamped and staffed with trained persons with disabilities.
- 6.2 An autonomous National Agency on Special Education be established.
- 6.3 The Zimbabwe Sign language be accorded national language status.
- 6.4 Special institutions be established for severely disabled children.

## SECTION B: STRUCTURE AND CURRICULUM

### CHAPTER 12

#### CURRICULUM AND STRUCTURE

##### INTRODUCTION

1.1 The Commission has been tasked to inquire into and report upon;

*the inherited education system as to relevance, quality and orientation in the rapidly changing socio – economic environment. (TOR 1.1)*

*the basic principles and philosophy of Zimbabwe’s educational and training needs and aspirations on the eve of the twenty-first century, and having regard to the challenges of a competitive global environment in the Information Age; (TOR 1.2)*

and

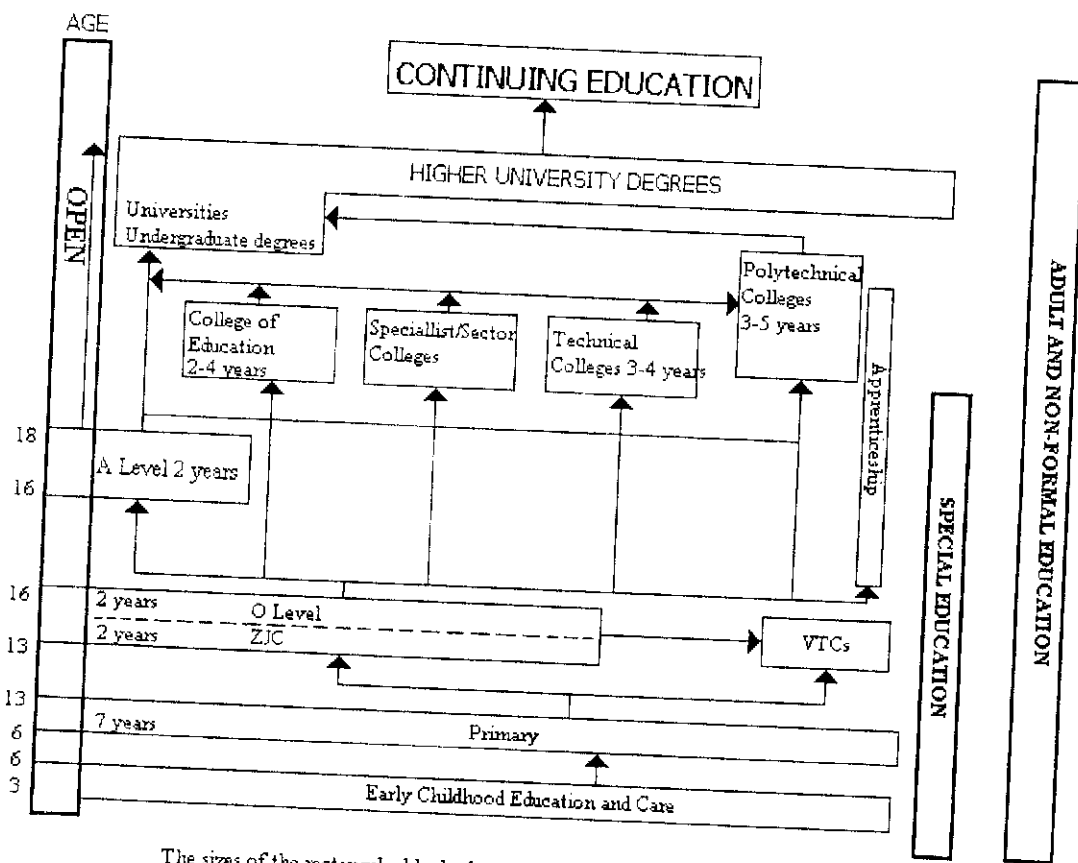
1.3) *the fundamental changes to the current curricula at all levels; (TOR*

The curriculum includes

- What society would like to pass on to its youth as values, knowledge, information and skills
- The immediate requirements for economic development
- The development of natural endowments and interests of the learners
- The adjustments necessary for the future, in response to the advances in information and communication technologies

1.1 The curriculum refers to the aggregate of all that we impart to our learners, through the total experiences of the school system, in a deliberate design to achieve educational goals. It is therefore rational to judge, as our respondents have done, the appropriateness or otherwise, of the Zimbabwean curriculum by examining the reference to the needs of the individual pupil/student and the needs of society.

# ZIMBABWE 'S CURRENT EDUCATION STRUCTURE



The sizes of the rectangular blocks do not represent the proportion of participants

- 1.2 The appropriateness of the curriculum should be based on the extent to which it meets individual attributes, the economy, the needs of the society and the challenges of the future.
- 1.3 The Curriculum is at the centre of education. Whatever else is done to improve education through better teacher training or enhanced management and improved facilities will be of little benefit if the curriculum is not appropriate to equip students with values and prepare them for the high skills careers of the future. Therefore the focus will be on
- Relating the education system to employment
  - Imparting education for life and self-employment
  - Ensuring a bias towards the study of mathematics, science and technical subjects including computer literacy from early stages of education
  - Developing the *unhu/ubuntu* philosophy
  - Recommending specific policy initiatives on indigenous languages
  - Proposing a new curriculum

## 2 CURRENT SITUATION

- 2.1 The current practice is that government provides an approved list of school subject areas. Detailed school subject syllabi are prepared by the Curriculum Development Unit (CDU) in consultation with other players. Schools select subject areas from the Curriculum. Examinations for Grade Seven, Zimbabwe Junior Certificate (ZJC) and 'O' level are set and marked by Zimbabwe Schools Examinations Council (ZIMSEC). Most tertiary colleges set their own examinations or work in association with other national or international institutions.

### **Pre – School**

- 2.2 Most pre-schools use a 1986 document produced by the former Ministry of Community Development and Women's Affairs as their syllabus. The curriculum focuses on educative play, development of communication skills as well as health and nutrition.

## **Primary Education**

- 2.3 The Primary school curriculum is broad – based. The curriculum offers Mathematics, English, ChiShona, Minority Languages TshiKalanga, TshiVenda, ChiTonga, ChiTshangana, ChiNambya, IsiNdebele, Religious and Moral Education, Social Studies, Environmental Science, Art and Craft, Physical Education, Music and Home Economics.

Emerging issues, such as HIV/Aids, Human Rights, Gender and Population Education are new additions to the curriculum. Progress is measured through a multiple choice Grade 7 examination covering Mathematics, English, Shona/Ndebele and a General Paper.

The rest of the subjects are not examined at Grade 7. Remedial and guidance and counselling programmes are provided. Progression to Form One is automatic.

## **Junior Secondary Education**

- 2.4 The secondary sector starts with a two-year general education. The curriculum is made up of several subjects. Core subjects are English, Mathematics, Science and either Shona or Ndebele. The other subjects are chosen from humanities, technical and Commercial subjects. The curriculum requires that two practical subjects be done. The course leads to a Zimbabwe Junior Certificate (ZJC) which is gained at the end of the two year secondary cycle. Examinations comprise multiple choice and free response papers and a coursework component in practical subjects. There is automatic progression to the next stage regardless of the results.

## **Ordinary Level Course ('O' Level)**

- 2.5 This segment comprises a two year course of study . At this level pupils take English as a compulsory subject but are free to select subjects of their choice from the following list which is not exhaustive



## **Languages**

English  
Shona  
Ndebele  
French

## **Humanities**

Literature in English  
Geography  
History  
Bible knowledge  
Religious and Moral  
Education

## **Commercials**

Accounts  
Commerce  
Economics

## **Practical Subjects**

Agriculture  
Agricultural Science  
Home Economics  
Building  
Wood Work  
Metal Work  
Technical Graphics  
Art

## **Sciences**

Integrated Science  
Biology  
Physics  
Chemistry  
Human and Social  
Biology

## **Mathematics**

Statistics

The subject combinations which pupils take are not guided by any policy. However, in some cases choice of subjects is dictated by availability of teachers and resources, demands of tertiary colleges, parents and the job market. Pupils can write examinations in individual subjects. Many pupils write at least five subjects and the pass rate often ranges between 20 and 25%. About 39% fail to register a single pass. Examinations have now been localised and are run and administered by the Zimbabwe Schools Examinations Council.

## **Advanced Level Course ('A' Level)**

- 2.6 A small number 7% of the 'O' level graduates are admitted into 'A' level schools where there is high degree of specialisation in

preparation for university studies. Three subjects are studied for two years. Subjects chosen are grouped in special areas of Arts, Sciences or Business. Arts subjects include Shona, Ndebele, History, Geography, English Literature, Divinity, Art and French. Science areas include Maths, Biology, Chemistry and Physics. Subjects pertaining to Business include Management of Business, Accounts and Economics. Students have access to most subjects offered by Cambridge School Examinations Council. Students have to cover a fourth subject called General Paper, which includes English usage and general knowledge. The curriculum and examinations at this level are not localised as they originate from the Cambridge Examination Syndicate. Only Ndebele and Shona are localised.

### **Tertiary and Higher Education**

- 2.7 The Curriculum at this level comes from various sources and is examined through various different boards. Government vocational and technical colleges receive their curriculum from the Curriculum Research and Development Unit (CRADU) and the examination board is the Higher Education Examinations Council (HEXCO). Various ministries that provide tertiary education in Agriculture, Health, Forestry, Mining, Public Service, the Military and others are responsible for the curricula and examinations. External boards also offer courses locally and examine the courses. Professional institutes of Accounting, Management, Public Relations and others prepare their own curricula and examinations. Teacher's colleges are accredited by the University of Zimbabwe Department of Teacher Education which approves syllabi and examinations. Each of the local universities is autonomous in terms of curriculum and examinations.

### **Non-formal and Further Education**

- 2.8 The curriculum for non formal education at primary level is adapted from the primary school curriculum. It provides adult literacy programmes leading to Zimbabwe Adult Basic Education Course. At secondary level adults use the same syllabus used in schools. Non-formal secondary education is offered at private tertiary colleges, evening schools, programmes organised at schools and technical colleges. Various technical certification services for adults are done through trade testing and weekend programmes.

Universities also offer part-time degrees and courses for adults through weekend and evening programmes. The Zimbabwe Open University offers degrees through distance education.

### **Special Education**

- 2.9 The curriculum for special education at primary school level is the standard one offered in all the other schools. Current practice discourages the institutionalisation of pupils with disability in favour of the policy of inclusion or integration. This however, has not been achieved in practice and there are still many institutions which cater for the disabled separately. At secondary, tertiary and university levels the curriculum is similar, except for those with special disability who attend workshops where they learn skills for self-reliance. Throughout the education system there is no adaptation and there are no specific facilities.

### **Medium of Instruction**

- 2.10 The policy states that the language commonly used in the area should be the medium of instruction up to Grade 3. In the majority of cases, that is the mother tongue. English as a subject is taught from Grade 1 and becomes the language of instruction from Grade Four.

### **The Curriculum Development Process**

- 2.11 Curriculum development is undertaken by a specially constituted Curriculum Development Unit (CDU). This unit develops curricula through research and consultation with numerous stakeholders. These stakeholders are represented at regional and national levels in subject panels. The representation comprises teachers, school heads, education officers, government institutions professional and religious organisations, Commerce, Industry and ZIMSEC. All curricula are approved by the Secretary for Education, Sport and Culture after consultation with Heads of Division (HODS). The curriculum is centrally controlled by the curriculum Development Unit (CDU). The CDU plans, designs, develops the curriculum and monitors its implementation from Grade 1 to Form 4. The Unit also approves school textbooks based on their syllabuses and provides orientation for teachers on new approaches to learning.

The 'A' level Curriculum comes from the Cambridge School Certificate Examinations Council.

- 2.12 It should be noted that there is little institutionalised participation of parents, non-governmental organisations, industry and commerce in the processes of curriculum development.
- 2.13 The CDU makes use of school clusters and subject panels to obtain feedback from the teachers on the effectiveness of the curriculum. It used to write and publish text books which were given to schools free of charge. This practice was discontinued in the early 1990s due to liberalisation of the economy, when it was felt publishers should write the materials.
- 2.14 In 1999, the CDU was restructured and all the writers were retired and related subjects were combined under one Education Officer with the task of co-ordinating projects that were still running.
- 2.15 CRADU involves various stakeholders in the curriculum process. Representatives of departments in technical colleges, Advisory Boards, industry, HEXCO and the National Manpower Advisory council (NAMACO) make an input in curriculum development.
- 2.16 Universities involve the private sector, local and international experts in the curriculum process.
- 2.17 This is the current education structure of Zimbabwe that implements the current curriculum.

### **Early Childhood Education and Care**

- 2.18 Currently, the age group that attends in early learning centres generally ranges from 3 to 5. The attendance, which is designed to prepare children for readiness to learn, is voluntary.

## **Primary Education**

- 2.19 There is supposed to be 7 years compulsory education in primary schools. Various disciplines are done at an elementary level culminating with the Grade 7 national examinations. A considerable number of pupils drop out of school at this level.

## **Secondary Education**

- 2.20 Secondary school is divided into 3 segments; 2 years for Zimbabwe Junior Certificate level (ZJC), 2 years for General Certificate of Education Ordinary level and 2 years for GCE Advanced level. The curriculum is largely academic. Though the Ordinary level certificate is the school leaving certificate, a considerable number of pupils proceed to Advanced level, to prepare for entry into universities. There are large numbers of unemployed 'O' and 'A' level school – leavers.

## **Vocational Training Centres**

- 2.21 Various skills training centres accommodate Grade Seven, ZJC and even 'O' level certificate holders. Graduates are awarded local competence – based as well as nationally recognised National Certificates.

## **Teacher Education, Vocational and Technical Training**

- 2.22 Ordinary and Advanced level certificate holders proceed to teachers' and technical colleges where they do diploma level training.

## **Polytechnics**

- 2.23 Higher diploma certificates are awarded to diploma holders at this level.

## **Universities**

- 2.24 Advanced level and Higher National Diploma graduates go to University where they do degree level studies. Ideally, the Higher National Diploma graduates are supposed to be automatically

accommodated in the third year class, whereas 'A' level holders start at first year. Higher degrees and various Higher Diplomas are done after completion of first degrees as part of continuing education.

### **Special Education**

- 2.25 Running parallel with conventional education is special education, designed for the disabled. The curriculum and certification is the same, the difference lies in that there are specially designed institutions for the handicapped and there is flexible handling of the curriculum to allow them more time in doing their programmes. After Primary School, the disabled can attend special workshops for basic skills training. They are awarded skills attendance certificates.

For advancement to higher levels of education and training, there is no special provision for the disabled.

### **Adult and Non – Formal Education**

- 2.26 Adult and Non-formal education also runs parallel to the conventional education system. The curriculum and certification is the same. However, non-formal education uses informal courses delivery strategies. Primary School can be done in three years; Zimbabwe Adult Basic Education (ZABEC) Courses I which covers Grades 1 to 3, ZABEC 2 (Grades 4 – 5) and ZABEC 3 (Grades 6 and 7). Advancement at Secondary School is also flexible in terms of time.

Vocational and Technical Colleges offer non-formal training courses in various areas. The Zimbabwe Open University and external universities provide non-formal training at university level.

The education system allows transition across conventional, special and non-formal channels.

### 3 FINDINGS

- 3.1 The Curriculum was said to be lacking in terms of developing good values.
- 3.2 Leaders of industry and commerce complained that the curriculum at school, college and university level does not cater for aspirations of self-reliance, entrepreneurship, and executive tasks.
- 3.3 The curriculum was said to be elitist in that it grooms people for office or white collar jobs. Even people with technical and engineering skills do not want to make their hands dirty.
- 3.4 The Commission was told that only about 23% of students pass five subjects at Grade C or better at 'O' level. There is therefore 77% whom the system relegates to failure.
- 3.5 People blame the curriculum for high unemployment levels among school leavers as well as barriers to entry into tertiary colleges.
- 3.6 Stakeholders criticised the curriculum for being narrowly constructed and hence failing to address provincial needs in terms of curriculum content. They suggested further development of subject syllabi so that they offer region specific options for example, Agriculture could offer the following options : fruit growing, forestry, fisheries, livestock farming, silkworm production and chicken farming.
- 3.7 The school curriculum was said to be irrelevant to the country's development needs because it offers very little to develop children's natural talents that are useful in the local context.
- 3.8 Teachers argued that the Primary and Secondary School curriculum lacks cohesion in terms of subject areas. The introduction of Geography, History and Science in Form One confuses children.
- 3.9 Parents criticised the curriculum for its inability to equip pupils with practical and entrepreneurial skills to enable them to do self-help projects.

- 3.10 It was said that the curriculum is examinations driven, putting more emphasis on the ability to pass than on the ability to put to practical use what has been learnt.
- 3.11 The curriculum was said to be not broad enough to cater for various skills areas.
- 3.12 Parents and community leaders argued that there is very little provision in the curriculum for values education and that the current system produces graduates with no values.
- 3.13 Stakeholders asserted that Zimbabwe will not be able to compete on equal terms with other countries if the school population remains largely computer illiterate.
- 3.14 High school students claimed that the curriculum does not give them opportunities to develop their own identity and provide them with useful productive skills. Industry also said that the curriculum does not equip students with work – related competencies such as problem solving, use of technology and organisational skills.
- 3.15 Both Grade 7 and ZJC examinations came under heavy criticism and calls for their abolition were made.
- 3.16 The curriculum was said to lack a gender balance.
- 3.17 Technical college students said that the curriculum does very little to equip them for the job market.
- 3.18 The entire training curriculum was said to lack an entrepreneurial component to prepare students for self-employment.
- 3.19 Teachers alleged that there is a tendency to introduce new subject areas without the requisite textbooks, equipment and expertise. Most felt that they were not well equipped to teach Aids education.



3.20 School heads and other respondents condemned what they view as the destruction of the Curriculum Development Unit through rationalisation. In the process, it was argued, key personnel had been retrenched making the unit ineffective and inefficient.

3.21 During external visits the Commission observed that most curricula are responsive to specific national goals of education, there is active participation of various stakeholders in curriculum planning and development, the thrust of education is determined at a national level and school curricula are broad based to cater for various interests and abilities.

3.22 Generally, in most countries visited, pre-school education is part of the national education system. It is a requirement for all children to attend pre-school as a means of providing a firm foundation for formal education.

3.23 The New Zealand Curriculum has seven essential learning areas that form a broad balanced curriculum in which necessary skills, attitudes and values can be developed. The essential learning areas are Languages, Mathematics, Science, Technology, Social Sciences, the Arts, Health and Physical well being.

The essential skills are communication, numeracy, information, problem solving, self management, social, co-operation, physical, work and study.

3.24 New South Wales revolutionised its curriculum through a reform act nine years ago. At pre-school level the government published guidelines to assist pre-schools to develop their curriculum.

The Australian curriculum is outcomes based with key learning areas. The key learning areas for primary are English, Mathematics, Science and Technology; Human Society and its Environment, Creative and Practical Arts, Personal Development, Health and Physical Education.

3.25 Vocational and technical education has been integrated into secondary education to provide a good foundation for entry into training institutions.

In Malaysia there is a vocational education stream in secondary schools to develop basic vocational skills.

In Germany, the dual system of education gives pupils exposure to industrial operations while they are still at school.

In France, secondary education is differentiated into general (academic) technological and vocational channels to cater for different abilities.

- 3.26 To make training more relevant to the needs of the national economy curriculum development and implementation involves stakeholders more effectively and formally.

The German dual system ensures that industry makes a direct input in education and training.

The Netherlands Foundation for Education Development is an autonomous institution which advises government on curriculum issues after consultation with stakeholders and collaborates with book publishers to ensure availability of relevant education materials.

In the Democratic Republic of Korea four major institutions which are the country's "think tank" develop national policies and human development plans. These are made available to curriculum developers and implementers.

Generally, in countries visited all teachers are proficient in Information Technology and are expected to apply the computer in teaching delivery.

- 3.27 In France, Sweden, Germany and other countries visited there are close links between universities and industry. Universities are productive through inputs in Science Parks where they collaborate with industry. Some universities actually create spin off commercial companies. Various collaborative ventures are conducted by training institutions and industry for mutual benefit.

#### 4. COMMENTS

- 4.1 National educational goals should determine the thrust of the curriculum at all levels to give it a Zimbabwean perspective. The curriculum should cater for our socio-economic environment and national development needs. In addition, the curriculum should develop the ideals of patriotism, diligence, responsibility and *unhu/ubuntu*.
- 4.2 The Commission concurs with criticism from leaders of commerce and industry that the curriculum fails to develop leadership and entrepreneurship skills. It suggests that the project method should be used to develop problem solving skills. Practical business ventures should be encouraged in schools and colleges.
- 4.3 The Commission acknowledges that the curriculum encourages a “white collar mentality”. Strong institutionalised links with business should be established through which pupils and students would be exposed to the world of work. Role models should be given a chance to lecture to students, in the relevant areas of study.
- 4.4 The low pass rate at ‘O’ level is reflective of the irrelevance of the ‘O’ level school curriculum and examination, for the majority of candidates. The Commission believes that a curriculum that emphasizes practical skills is more ideal for the nation.
- 4.5 The Commission feels that the curriculum, among other factors contributes towards the high unemployment levels by failing to equip students with survival skills.
- 4.6 The Commission agrees that the curriculum is narrowly constructed. It does not respond to changes in the economy and also local relevance, for example horticulture, tourism, cellular technology, forestry, food processing and solar technology are not yet part of the school curriculum.

4.7 The Commission concurs with the concerns of parents about the fact the education curriculum is deficient in terms of development of values. In the Commission's view both the parents and the education system have a responsibility of developing values in the youth so that both the student community and the general population acquire qualities of self respect, respect for others and respect for the law.

4.8 The Commission acknowledges that Zimbabwe is deficient in computer education and needs to take deliberate planned steps to rectify the situation through the integration of I.T.C. in the curriculum.

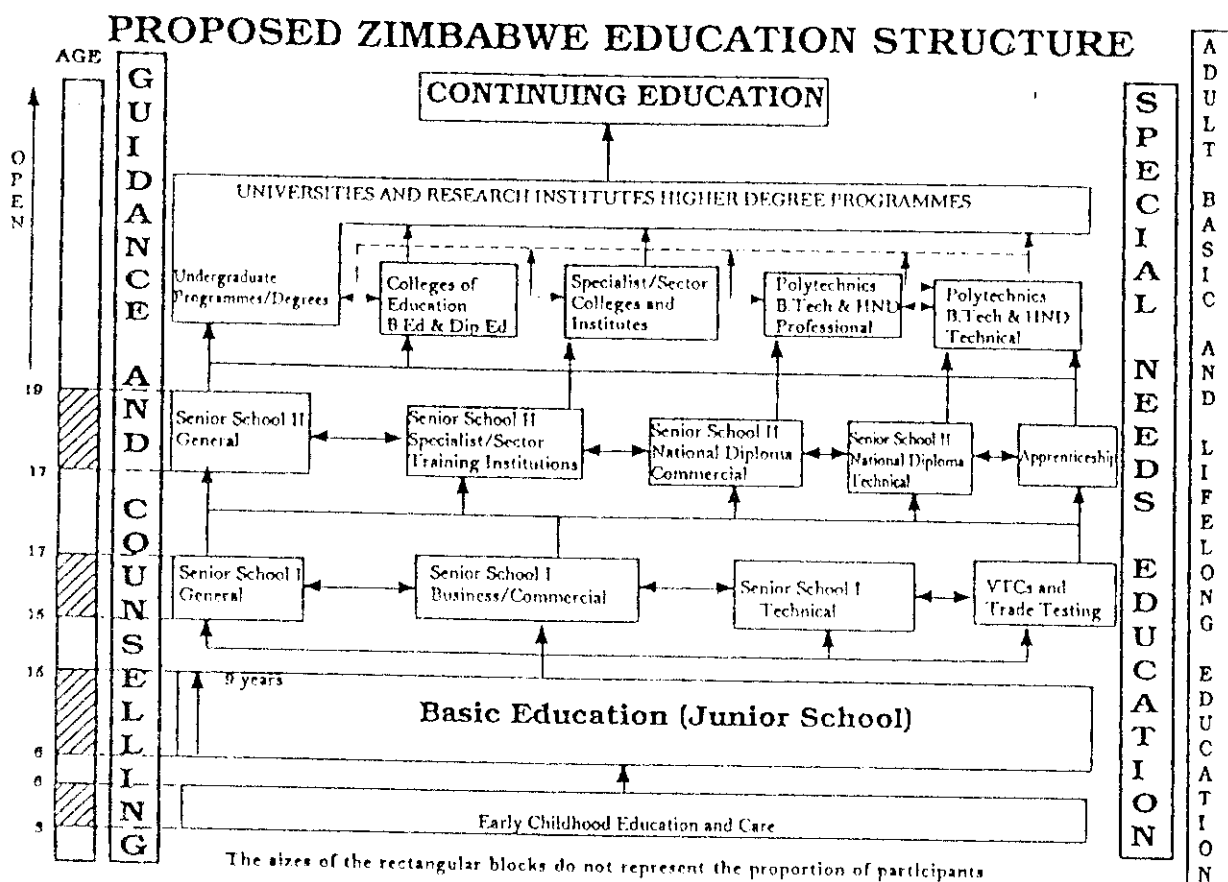
4.9 The Commission agrees with students and industry about the failure of the education system to develop requisite skills, work related competencies as well as a work ethic. The curriculum should aim to inculcate a work ethic in the students and to

provide opportunities for running projects like student – community projects seen in some schools.

4.10 The Commission acknowledges criticisms of Grade 7 and ZJC examinations and believes that they do not serve much purpose in their present form. It feels that accusations of the curriculum being examination driven arise from an inappropriate assessment which fails to develop and test the right skills. It suggests the use of continuous assessment which has the advantage of giving a clear picture on the pupils' performance over a long period and hence help him/her to improve on weaknesses. Examinations in the Commission's view are more useful at terminal levels such as Senior Secondary School I and II. Specialists should revisit examination techniques to ensure that they test the appropriate skills.

4.11 The Commission concurs with all stakeholders who suggested a new curriculum that is more relevant to the needs of the individual and the country. The Commission believes that a new curriculum, respectful of the different talents and aptitudes and responding to the country's needs requires a new structure. The following structure is therefore proposed.

The proposed structure is shown in this diagram:



## **Early Childhood Education and Care**

- 4.12 The Commission recommends that all children should receive early childhood education and care. This would enable them to interact with others with whom they are destined to share the world. Attendance should be compulsory. Pre-schools are to provide care for children, educate them and foster their development into responsible individuals with good communication skills. The aim should be to provide a special bridging programme between the home and the school. Every child should attend pre-school one year before attending school.

## **Basic Education**

- 4.13 The Commission recommends that the current primary and lower secondary school (Grade 1 to Form 2) shall together constitute the 9 year compulsory Basic Education which must be made available to and must be attended by, all children in Zimbabwe. This decision was arrived at taking into account the limited national resources, time wastage in the current educational system and the need to equip all pupils with skills to live. Through Basic Education, pupils are expected to achieve numeracy, literacy, ethical and citizenship knowledge as well as develop basic scientific and technical skills. This Basic Education shall be provided at each junior school.
- 4.14 Basic education should be a national responsibility funded by the state, the parents and industry; the biggest role being played by the state. Government input must go beyond the current levels and some funds should be redirected from higher education and other sectors to finance this critical area.
- 4.15 The following are some of the important considerations; the state owes its citizens basic education that enables them to survive and nine years of compulsory education will increase access to disadvantaged groups like girls and the disabled. Legal instruments should be put in place to ensure that all children achieve Basic Education.
- 4.16 Basic Education in the Commission's view is not designed to be terminal. It is believed that since there is no certification at year 9 people will be motivated to go beyond this level. Basic Education

gives an opportunity to channel pupils to different areas of specialisation. In the near future the compulsory education level should be raised to 11 years of schooling. Year 11 is more ideal because pupils would have mastered vocational skills for employment.

4.17 Basic Education covers the first nine years of schooling. This should be attended by all children from the age of six. This segment should lay a firm foundation by equipping pupils with literacy, numeracy and social skills.

4.18 During this period children are observed and guided on aptitude and interests in preparation for future channelling. Those who do not want to go to Senior School I may go to vocational training centres.

### **Senior School 1**

4.19 It is envisaged that all children will proceed from the compulsory basic education stage to Senior School. Senior School I is comprised of four segments: the general, business/commercial and technical/vocational paths. At this level approximately 60% of the time will be devoted to the chosen pathway. The first national examinations shall be written at the end of this stage. All general certificates acquired at this stage will be equivalent.

### **Senior School II: General, Commercial and Technical**

4.20 Senior I certificates allow students to choose from a variety of options at Senior School II. (Year 12-13) In addition to the four paths started at Senior 1, there are a number of specialist colleges or institutions that take graduates of Senior I. The final certificate awarded by this level is the University Entrance Certificate or the Advanced Level General Certificate of Education. However, if a student who progressed from the Senior I General to Senior II intends to branch to the higher vocational institutions, such a student may need a one year conversion period. Since various programme elements will be mutually comparable and transferable, education will become more accessible. Students who may not want to proceed beyond Senior School II may opt not only for employment but also for self-employment.

### **Senior School General II**

- 4.21 This is the advanced part of general (academic) education, equivalent to Form 6.

### **Senior School Commercial II**

- 4.22 This is the advanced part of the Business/Commercial education. The final certificate awarded here is the National Diploma (ND). Holders of this qualification are considered for posts in management and university entry. Industrial attachment and a final project are required.

### **Senior School Technical II**

- 4.23 The final certificate awarded by this school is the National Diploma (ND). Students shall be expected to satisfactorily complete a project containing a major element of independent work. Holders of this diploma are considered for technical positions and university entry. Students are required to take a major component of industrial attachment.

### **Tertiary Education Level**

- 4.24 This level covers all forms of education and training at post-school level. A variety of programmes are offered. These programmes are offered at colleges, polytechnics, universities and Specialist Sector Institutions.

### **Tertiary Education Pathways**

#### **Colleges of Education**

- 4.25 The lowest qualification offered by these colleges shall be the Diploma in Education (Dip.Ed.) otherwise most participants shall pursue the Bachelor of Education (B.Ed) programme appropriate to the selected school level they will teach. There shall be B.Ed (Infant Education), B.Ed (Primary Education), Bed (Special Education) B.Ed (Secondary Education), and Bed (Basic Education). The Dip Ed. can



be offered to holders of vocational higher national diplomas (HND), or the Specialist Sector diplomas for those who intend to teach.

### **Specialist Sector Colleges**

- 4.26 These institutions which include the telecommunications college, the roads engineering school, the nurse tutors school, colleges of art and music, colleges of theology, staff colleges, fire brigade, agriculture colleges, institutes of management and others may offer programmes equivalent to HND and Bachelor's Degrees.

### **Polytechnics**

- 4.27 Polytechnics or Polytechnic Universities shall offer highly technical, industrial and commercial programmes culminating in the award of HND and B.Tech. qualifications.

### **Universities**

- 4.28 Universities are institutions of higher learning that combine teaching and research and award degrees and higher qualifications.

### **Special Education**

- 4.29 Special education must be provided for at every level of the educational structure.

### **Adult, Lifelong, and Non-Formal Education and Continuing Education**

- 4.30 This structure shall include basic literacy programmes for adults who have not had any schooling or had very little schooling in the first place, evening classes offering second-chance programmes for adults enabling them to acquire primary and secondary education qualifications, and lifelong education acquired through non-formal education systems, for example attending courses and workshops which do not award academic certificates. Lifelong education is that education or training one acquires informally during one's life span. Non-formal education shall be offered through correspondence and distance education.

## **Guidance and Counselling**

4.31 This shall be offered at all levels of the education system. Repeating or failing may be minimised to a negligible level when cases of slow learners and non confident learners are spotted and remedial classes are organised through counselling. Guidance may assist learners to identify their own talents and make intelligent choices of their future careers.

### **Advantages of an outcomes based education**

4.32 As indicated above, the new curriculum will be out-comes based. This approach is right for Zimbabwe because it

- a) provides clear expectations and framework of education standards
- b) gives a clear sense of progress
- c) assists development of teaching/learning programmes and improves teaching and learning through a common curriculum framework. The common curriculum allows for clarity about course expectations, content, student achievements and progress
- d) provides a focus for assessment and gives schools and the system the capacity to monitor and evaluate the effectiveness of education
- e) allows clear reporting of achievements and provides parents with quality reports that help to achieve optimum learning outcomes

4.33 In an outcomes-based curriculum, standards refer to student achievements at each stage

This approach helps in the definition of standards. Standards are defined as

- the outcomes
- indicators of achievement of the outcomes
- work samples which illustrate achievement of the outcomes

## **Suggested Curriculum for Zimbabwe**

### **Early Childhood Education and Care (ECEC)**

- 4.34 The ECEC curriculum in the Commission view requires careful research so that it covers all aspects of child development. Areas of focus should include development of language, creativity, physical skills, as well as morals.

### **Basic Education**

- 4.35 Taking into account the limited national resources, time wastage in the educational system and the need to equip pupils with skills to live, basic education should be 9 years of compulsory schooling comprising 7 years of primary and two years of secondary. The following are the skills and competencies which pupils are expected to acquire through basic education to agreed standards.

- Language and basic communication
- Numeracy
- Scientific and technical
- Ethical and citizenship

- 4.36 Basic : years 1 – 6

The curriculum for years 1 – 7 should comprise integrated learning areas that impart essential skills for life.

Basic integrated learning areas :–

#### **Social Studies:**

Civics, Religious and Moral education,  
Human Rights, Population Education,  
Cultural Education, Gender Equity,  
Geography, History and *Ubuntu Unhu/*.

<b>Mathematics</b>	Business, Entrepreneurship, Statistics Everyday Arithmetic
<b>Languages</b>	Ndebele, Shona and English
<b>Sciences</b>	Environmental Science, Agriculture, Design and Technology, Physical sciences, Information and Communication Technologies
<b>Arts</b>	Art, Craft, Music, Dance and Drama, Gardening, Home Economics
<b>Physical and Health Education</b>	Sports, Hygiene, Aids/HIV Education, Games, Modelling and Grooming
<b>Guidance and Counselling</b>	

4.37 The list is not exhaustive. Curriculum developers are expected to use their innovativeness to generate more areas or to suggest other configurations.

### **Basic (Years 7 and 8)**

4.38 These years have the following intergrated learning areas which are dealt with in greater detail and depth than in years 1 - 7

<b>Humanities</b>	History, Geography, Religious and Moral Education, Unhu/Ubuntu, Civics, Human Rights, Population Education and Gender Equity, Culture Education
<b>Mathematics</b>	Technical Graphics, Statistics, Business Studies, Arithmetic
<b>Languages</b>	Ndebele, Shona and English, Portuguese, French and other foreign languages.

**Sciences** Environmental Science, Agriculture, Horticulture, Information and Communication Technologies.

**Arts** Art, Craft, Music, Dance and Drama, Literature, Performing and Theatre Arts, Fine Arts Physical and Health Education Business Studies, Practical Subjects

**Design and Technology** Interior Decoration, Food and Catering, Textiles Design, Metalwork, Woodwork, Building, Entrepreneurship, Accounts, and other Practicals

4.39 Guidance and Counselling for transition to Post Basic options/tracks. The Commission suggests that experts refine the list. It acknowledges its limitations in this area, but hopes that the main ideas are clear.

4.40 Compulsory core subjects will continue together with the respective specialist subjects for the elected pathway. Students successfully completing Senior Secondary school will be ready to proceed to university, technical or teachers colleges or into employment, depending on the interest and aptitude of the individual student.

### **Assessment in Basic Education**

4.41 The following will be used in assessment during basic education.

- Student profiles
- Continuous assessment (regular tests)
- Standard tests at years 3, 5, 7 and 9
- Career guidance and counselling by teachers

In addition to guidance and counselling by teachers consultation with parents will be used in preparation for post – basic channelling.

### **Post Basic**

4.42 It is necessary that pupils be guided to make proper choices. Records of achievement, identified interests, teachers' assessment, pupils

choice and parents' choices will be used to determine a child's pathway. The final choice will be made by pupil and parent, subject to availability of resources. There will be no formal national examination.

- 4.43 There will be choice from three pathways, general or academics, technical/vocational and commercial. The general area will consist mainly of academic subjects in humanities, mathematics, sciences and languages. The technical path will consist of technical subjects like crafts, design and technology. The commercial area will consist of business related subjects like economics and accounting. Pupils will be required to devote two thirds of their time to their special area and a third to other areas. The idea is to encourage channelling but at the same time maintaining a broad based education. Movement from one pathway to another will be permitted under well spelled out conditions.

### **Senior School I**

- 4.44 At the end of the Senior School I (year 11) pupils sit the first public examination, the General Certificate of Education, which can be categorised as GCE (General, Technical/Vocational or Commercial)

### **Senior School II**

- 4.45 The general pathway will be available for students who have passed academic subjects. Students will choose 3 subjects in their area of specialisation. At the end of two years they will write the Advanced Level of GCE which qualifies them for tertiary education.

4.46 Technical and commercial areas will culminate in national diploma certificates which will be considered the equivalents of A – level for University entry. The Ministry and Universities should agree on this.

4.47 Compulsory core subjects will continue together with the respective specialist subjects for the elected pathway. Students successfully completing Senior Secondary School II will be ready to proceed to university, technical or teachers colleges or into employment, depending on the interest and aptitude of the individual student.

### **Emerging Issues in Education**

4.48 Issues of Gender, Environment and Development, Human Rights Information and Communication Technologies have been raised frequently and vigorously. These will be accommodated not necessarily as separate subjects but integrated into the existing core-subjects. Caution should be exercised in introducing additional course materials into the curriculum without properly determining where and how they fit in.

## **5 CHALLENGES**

5.1 To have a curriculum that is relevant and leads to employment and self-employment.

5.2 To develop an education curriculum that values gifts and talents and takes cognisance of the services and development needs of the country.

5.3 To set up a curriculum council and a new curriculum unit.

5.4 To come up with curriculum measures that develop a well rounded person who has *unhu/ubuntu*

5.5 To adopt an education structure that is flexible enough to accommodate the changing curriculum thrust.

5.6 To adopt a curriculum that addresses national and international dimensions.

5.7 To ensure that the curriculum fosters innovativeness and creativity.

- 5.8 To implement the new curriculum effectively and resourcefully.
- 5.9 To create a national understanding of the role of Basic Education as a means to achieve channelling and a springboard to further opportunities rather than a point for school leaving.
- 5.10 To provide an integrated education system that logically progresses into skills training and the world of work.

## 6. **RECOMMENDATIONS**

- 6.1 The curriculum should be developed and administered by a Curriculum Council, supported by a strong Curriculum Development Unit.
- 6.2 The ECEC curriculum should be reviewed in order to provide a holistic approach and cater for the different age groups.
- 6.3 The provision of a core curriculum which develops individuals in a holistic manner and includes scientific, technological, social, problem solving and creative skills.
- 6.4 The establishment of strong linkages between schools and training institutions and industry.
- 6.5 A well-researched curriculum for special education should be designed.
- 6.6 The provision of systematically structured pathways for post basic education, catering for different interests and establishing linkages to facilitate transfer from one pathways to another
  - a. The curriculum for Senior School II (A Level) should be developed with the assistance of local colleges and universities
  - b. The curriculum for the alternative pathways for Senior Level II (Business/Commercial and Technical) should incorporate innovative practical skills, including periods of attachment.



6.7 The curriculum for teacher's colleges should be adapted to the new system with its revised curriculum and teaching methodologies for basic education and the different pathways for post basic education.

## CHAPTER 13

### EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

#### INTRODUCTION

- 1.1 The terms of reference of the Commission of Inquiry into Education and Training request the Commission to *identify specific areas in the education and training systems requiring reform on a short term, medium term and long term basis (TOR 2.1.2)*. The Commission regards the area of early childhood development and education as a decisive area, where the foundation of the *basic principles and philosophy of Zimbabwe's education system (TOR 1.2)* will be laid, so that a child is prepared to meet the challenges of the future. There is a recognition of the importance of this stage of a child's development and many people are engaged in an effort to promote early childhood education and care. However, there is no universal access yet to programmes for children below the age of 6 years. An improved and extended system of provision for education and development of children in this age bracket would provide extensive long term benefits for the nation.

#### Early Childhood Development and Education

- 1.2 Child development begins at conception and the process of learning starts at birth. Although development and learning take place throughout life, the first few years are crucial in the development of intelligence, personality and social behaviour. How a child develops is greatly influenced by the stimulus provided by the environment. Factors contributing to healthy development are: the security of a stable relationship and love in the home and family, stimulation, adequate nutrition, safe and clean surroundings. Parents are the first and most important teachers. When they take their time to talk to the child and provide stimulating experiences they are advancing the child's progress. Love and kindness positively influence the development of the brain. Language skills unfold as parents teach the child to listen and to speak. Early childhood development programmes have an important function in supporting parents in the education of the child. Child development experts say that such programmes, which provide stimulation, are boosting the brain power of the child (J Madeleine Nash, Fertile Minds, Time Magazine 10.02.1997, Page 35). Children at this age learn most effectively through play, observation and experimentation. The

foundation for social and moral values are laid at this early stage. All of this calls for reflection and action by parents, the community, care givers and teachers. Policy makers in particular have to consider early childhood development as a priority in their plans for the sake of a positive future of the child and for the Zimbabwean society as a whole.

### **Early Childhood Education and Care Programme**

- 1.3 Early Childhood Education and Care (ECEC) is a programme in Zimbabwe that provides for the care and education of children from 0 to 6 years. It is an endeavour to consciously promote a child's development and education. This is done essentially by parents themselves, especially in the earliest years, or by care givers in a creche for some hours of the day when parents are at work. The nursery school stage from 3 to 6 years is the second phase of ECEC. Each phase of ECEC, sometimes provided for at the same place, has to address the specific needs pertaining to that age-group and the relevant stage of the development of the child.
- 1.4 Educationists and scientists, worldwide, draw attention to the importance and advantages of pre-school programmes for the holistic development of the child. These programmes include nutrition, health, motor skills, emotional and cognitive development as well as socialisation (Bernard van Leer Foundation, Building on People's Strengths 1994, P 61).

## **2 PRESENT SITUATION**

### **Historical Background to Early Childhood Education and Care Programmes in Zimbabwe**

- 2.1 Prior to Independence, some children, mainly those from the privileged society in urban areas, had access to organised child care and development programmes. In 1982 the Ministry of Community Development and Women's Affairs started rural community-based programmes. The plan aimed at the establishment of centres in both rural and urban locations, incorporating the existing infrastructure as well as providing new facilities. These ECEC centres were often developed at health centres, community centres, NGO sites, churches and clubs. The initial driving force for the establishment of these centres by the Ministry of Community

Development and Women's Affairs was to take responsible care of children for a number of hours a day so that women would be free to work. The educational perspectives were also given attention and by 1986 a curriculum was developed. Centres began to provide for early childhood development and education, without neglecting the care aspect. The community based centres, particularly in rural areas, were staffed by volunteer carers and playleaders. However, the need for some form of training of these carers and playleaders was evident and the Ministry of Community Development and Women's Affairs set out to provide training, improve existing physical facilities and develop guidelines for standards control and supervision.

- 2.2 In 1988 the ECEC programme was transferred to the then Ministry of Primary and Secondary Education. Presently ECEC centres are the shared responsibility of the Ministry of Education, Sport and Culture (MoESC) for the nursery school section, which caters for ages of 3 to 6, and the Ministry of Public Service, Labour and Social Welfare which takes care of the creche for children from 0 to 3 years. The Ministry of Health also has an influence through municipalities and clinics, for the health and care aspect.

### **ECEC Centres**

- 2.3 It is difficult to obtain accurate statistics about Early Childhood Education and Care centres, particularly since not all centres have registered, a point which is in itself disturbing. Figures given by MOESC are an approximation and indicate an increase in provision. In 1980 there were about 1000 ECEC centres in both, urban and rural areas. By 1985 the number had risen to 4500 centres and by 1998/99 to 9000; approximately 6000 in rural areas and 3000 in urban areas. However, **only 3500 ECECs are registered** with the Ministry of Education Sport and Culture. The 1998/99 ECEC coverage is estimated at 405 000 children, about 34% of ECEC going age. The implication is that at least 2/3, if not more, of Zimbabwe's children do not have access to ECEC centres and the potential benefit that ECEC provides for the child.

### **Access, Provision, Resources**

- 2.4 The establishment of ECEC centres is essentially a voluntary community initiative, which depends largely on the interest and capacity of that community.

Access and provision have been mainly determined by parents' interest and ability to pay fees. Carers and teachers in these community based programmes are supposed to be paid by the community. Government has supplemented this with an allowance for teachers and supervisors of \$50 and \$60 per month prior to 1999, and \$100 to \$ 120, starting in 1999. This money is generally paid out on a termly basis.

### **Policies since 1980**

- 2.5 Since 1980 there has been great interest in expanding the provision of ECEC, but policies and strategies relating to access, provision and providers have been limited. There have been skeleton regulations, mainly focusing on conditions for an ECEC centre.

### **Recent Focus on Early Childhood Education and Care**

- 2.6 Interest in the progress of ECEC is evidenced by two recent studies carried out by the Ministry of Education Sport and Culture (MoESC) with cooperating partners:
- a) A baseline study on Early Childhood Education and Care in Zimbabwe (1996)
  - b) An Evaluation of the ECEC Programme in 1997.
- 2.7 'Zimbabwe Vision 2020' (P 44) explicitly speaks of a strategy that is to be implemented for "providing infrastructure in Early Childhood Education and Care, especially in rural areas". The Zimbabwe Programme for Economic and Social Transformation 1996-2000 (ZIMPREST, Page 25) also draws attention to the need to "intensify efforts to improve early childhood learning facilities".
- 2.8 In the 1987 Education Act, No 27, there is already provision for the drawing up of regulations for nursery schools. Statutory instrument 72 of March 1999, replaces earlier regulations of 1973 and 1979.

This new statutory instrument deals with registration and cancellation of registration, with curricula, appropriate level of teaching at nursery school stage and provision for inspection. It stipulates that no child may enter nursery school

before attaining the age of 3. However, no specific minimum qualifications for ECEC teachers are prescribed for a nursery school. These are left to be determined by the Secretary for MOESC from time to time.

### **Training Courses and Institutions**

- 2.9 There is presently no Government provision of training institutions for providing ECEC teachers with professional training. Training of professional ECEC teachers takes place in three Church run institutions, namely St Gabriel's, St Pius and St Nicholas. Course contents of the training provided by these colleges are approved by MOESC and certificates awarded are also endorsed by MOESC. Yet these training institutions unlike other teacher training colleges are not affiliated to a university and consequently their certificates do not open the way to a B Ed or career progression.
- 2.10 Government provides short courses given by district trainers for para-professionals in basic skills and enrolls persons who generally are already attached to an ECEC centre. NGOs also provide training for para-professionals, some for rural and others for urban areas. All para-professional training is donor funded as well as the training for trainers.
- 2.11 St Mary's in Chitungwiza, a Government institution, trained in 1987 the initial 55 district trainers and is presently used by these trainers for some inservice courses for para-professionals. St Mary's runs as a model ECEC centre. It also has the necessary infrastructure for training teachers, but this does not seem adequately utilised and presently serves the short courses for para-professionals only, instead of also providing for professionals.
- 2.12 In 1998 MOESC produced an official syllabus for the inservice training of para-professional ECEC teachers in an attempt to standardise scope and content of their training. A Training Manual is expected to come out in 1999. Inservice courses are generally composed of 6 phases of two week residential sessions.
- 2.13 In more recent years the UZ has introduced a B Ed in Early Childhood Development, specialising in early childhood education and care as well as the teaching of infants in the primary school. This course has the potential of

providing lecturers, so that government embarks on the training of professional ECEC teachers.

### **Organisational Structure of Early Childhood Education and Care**

- 2.14 At national level there is a deputy director assisted by two education officers for ECEC. In the region MOESC has a caretaker situation, with a primary school education officer who has the additional responsibility of coordinating ECECs. For the districts 55 trainers were prepared in special training programmes. Not all have been retained and districts have increased to 60. At local level ECEC centres are often situated close to a primary school and supervised by the Head or teacher in charge of infants.

### **Other Models of Early Childhood Education and Care**

- 2.15 Some ECEC centres are autonomous and are generally privately owned. There are also a minimal number of pre-schools that follow specific educational theories like the Montessori school or the Head Start programme. These, however, can take only a very small number of children and consequently are very costly.

## **3 FINDINGS**

### **Introduction**

- 3.1 The Commission has had the opportunity to visit ECEC centres in different districts and to meet with trainers, supervisors, teachers, para-professionals, as well as with officials from MOESC, NGOs, responsible authorities, parents and children. The situation of pre-school education emerged as one that causes great concern and that Zimbabweans wish to see addressed. Commissioners also attended the 1999 workshop organised by UNICEF in collaboration with MOESC which highlighted areas for improvement.

### **Registration**

- 3.2 Providers reported that when they wanted to register an ECEC centre they did not always know where to start or where to get practical advice and help to upgrade

their facilities. Some centres were unsure about whether they were registered or not. They also found that the process involved more than one authority and was time consuming. Centres had to be registered with the Municipality in respect of bylaws and health regulations, with the Ministry of Public Service, Labour and Social Welfare for children aged 0 to 3 and with MOESC for those from 3 to 6. Application forms were not easily accessible and education officers at regional level were overburdened, serving both, primary school and ECEC.

### **Access, Provision, Resources**

- 3.3 The Commission observed that provision of ECEC centres was sporadic and varied in quality. There were not enough well structured and equipped centres. Most of the well provided ECECs were found in urban, low density areas or in places where a responsible authority had a special interest, where an NGO provided support or in other areas where parents had the necessary means. There were many crowded centres, especially in the high density suburbs, with almost no playground, facilities and resources. The infrastructure of many centres, especially in distant rural areas and in resettlement areas, was excessively poor. Centres ranged from a tree to a thatched shelter, from a wooden shack or a log cabin to a tiny but crowded sitting room in a high density area with 30 or more little ones sitting in rows, to poor structures with leaking roofs. The provision of sanitary facilities was often inadequate and also inappropriate for the age group. Where there was no structure children's attendance was affected by rain and cold, or they were herded into the Grade 1 classroom of the neighbouring primary school. There were also well built and spacious centres, but there were others that looked drab and neglected, signalling a lack of initiative or even absence of a teacher. In sparsely populated and farming areas there were few ECECs.
- 3.4 Parents believed that care in the home is best for the 0 to 3 year old child. However, they said that there were not enough centres, equipped to cater for this age group, in situations when parents may require good care for their children while at work. Further, attention was drawn to the fact that there was little by way of specific provision and attention for disabled children.



## **Selection and Training of Teachers**

- 3.5 From what people said it became evident that the educational level for acceptance to train as a para-professional was extremely varied. There was much reliance on voluntary personnel. Respondents deplored the lack of adequate remuneration which in some instances had led to the recruitment of illiterates, or candidates whose educational level ranged from Standard 1 to O-level. There were also some reports about selection based on nepotism or political grounds. People observed that the tendency to recruit older and inactive women had led to child-minding rather than placing the emphasis on child development and education. Most people wanted to see O-level as a pre-requisite for training in the case of para-professionals, but would regard ZJC the absolute minimum for an otherwise well motivated and suitable person.
- 3.6 People expressed the need for Government to establish college level teacher training for ECEC teachers with appropriate criteria for selection. They suggested the establishment of institutions or the use of existing ones, such as St Mary's or Primary Teacher Training Colleges for this purpose.
- 3.7 Respondents asked for standardisation of training, of qualifications and certification for para-professionals as well as for professionals. They wanted various types of training to be synchronised so that pathways to further studies and career progression would be open. Participatory methodology was regarded as indispensable in the training and preparation of the teacher.

## **Funding**

- 3.8 It was pointed out that ECEC in Zimbabwe is a community based project. Respondents explained that the community therefore was expected to provide the infrastructure for a centre and suggest the teacher for para-professional training. MOESC informed the Commission that Government had come in with grants-in-aid for the construction or improvement of centres. A sum of \$41 666 was paid out per district to cover one and a half years, that is April 1997 to December 1998. For the same time span Harare rural and peri-urban disadvantaged areas received \$15 000 and St Mary's, the national centre, \$35 000. This gave the impression that St Mary's was the most highly subsidised single ECEC centre in the country.

- 3.9 People expressed their concern about the inadequate allocation of allowances for ECEC teachers and supervisors for 1997/1998 at \$50 and \$60 respectively. Information from MOESC indicated that this covered only 3106 out of the 3500 registered centres. Teachers complained of having to fetch their meagre allowance at district and regional offices many miles away, much having been spent already on the bus fare. There was a plea by teachers for proper salaries to be paid by MOESC.
- 3.10 Those concerned with pre-school education said it was quite evident that funds were inadequate to maintain the system and that a bigger budget allocation was required if quality provision of ECEC was to be guaranteed nationwide.

Increased grants-in-aid for buildings, in particular for communities who lack adequate resources, was seen as necessary if provision was to improve. The vital service of training ECEC teachers was reportedly overly dependent on donor funds.

- 3.11 Parents were distressed that when in search of a good ECEC centre, fees charged often exceeded those of school fees. They regarded these fees as unaffordable.

### **The Curriculum**

- 3.12 It was pointed out that the 1986 curriculum aimed at a holistic approach that addressed the psycho-social needs of the child, promoted learning through 6 play areas, and placed great emphasis on health as well as nutrition. Scarce resources and lack of training of carers and teachers had made it difficult in some instances to meet these goals adequately.
- 3.13 Some people expressed the wish that the curriculum be revised by MOESC to
- have a universal appeal for children in Zimbabwe
  - include more practical examples
  - be amplified by a teacher's manual
  - have input by parents

The Ministry informed the Commission that a teacher's manual had been pre-tested and was expected to be available soon.

- 3.14 It was pointed out that there were curriculum areas that needed special attention such as the importance of the mother-tongue, not only for the development of concepts, but also for value based formation. The Commission observed that nursery songs were too often borrowed from another culture without discerning their relevance. Generally, too few local stories and nursery rhymes were in use, though the Commission witnessed some examples of delightful local stories being told.
- 3.15 There was evidence that in some instances where teachers and parents had been creative in toy making. On the whole, a lack of resources for learning and incapacity to link with what was found in the environment was common. There were too few locally produced teaching materials and suitable pictures, posters, picture books for story telling or for the simple appreciation of a book.
- 3.16 The Commission came across toy pistols and tanks in an ECEC centre. These were brought in from home. Teachers and parents alike seemed unaware of the negative effects these toys could have on efforts to teach values like non-violence and the culture of peace.
- 3.17 It was noted that the present curriculum gives special attention to the disabled child. Yet some teachers said that they were not adequately prepared to recognise a child's problem and know how to handle it, seek relevant advice or refer the child.
- 3.18 It was evident from visits to ECEC centres that not all ECEC playleaders and teachers had a copy of the curriculum. The more creative teachers went beyond the curriculum, while others had nothing but their handwritten notes from training sessions to which they referred. Respondents pointed out that the curriculum should provide links with the primary school, but that it should not encroach on the Grade 1 syllabus. The 1987 Education Act (paragraph 27) prohibits the anticipation of the primary school curriculum because of the detrimental effects this may have on the child's learning process.

### **Operation at Different Levels**

- 3.19 Heads of primary schools and teachers of infants were said to have had an induction to prepare them for supervising ECEC centres.

- 3.20 Attention was drawn to district level where trainers have an animating role and train para-professionals. They had many ECEC centres to coordinate and training sessions to conduct. Often they were hampered from getting out of their offices by lack of transport.

Trainers believed that supervision of para-professional and professionals at ECEC level needed to be intensified to ensure that the provided curriculum was adhered to and competently handled. Further, it was regarded necessary to monitor the adequacy and maintenance of provision after registration of an ECEC centre had taken place. It was noted that as districts varied in size an expansion of the service was needed, for in some cases one trainer per district might prove inadequate.

- 3.21 There was a plea that at regional level the structure should provide an education officer specifically assigned for ECEC. There were complaints that vehicles allocated for ECEC were used by other departments at the detriment of the ECEC programmes.

### **Models of Early Childhood Development and Education**

- 3.22 The Commission became aware that there is a tendency for many parents to look at ECEC centres as a preparation for school and that teachers felt pressurised by parents to begin teaching material that is appropriate for Grade 1. This was happening in some instances to the extent that the mother tongue was neglected and time was spent drilling children in English. The tendency was to turn ECEC into a single target delivery system or uni-directional model, anticipating Grade 1 work. This was limiting the possibilities of a more all round development of the child. Concerned educationists pointed out that too early an introduction of formal education would cause blockages, particularly in reading, writing and mathematics.
- 3.23 However, the Commission also saw other centres that attended to more than one area of development needed by the child. Multiple approaches complimented each other and cared for the holistic perspective of the child's development. Play, nutrition, interaction with the environment, all of these and other aspects were part of a multiple target education.

3.24 It was noted that the Montessori and Head Start programmes were few and expensive and served a small number of children.

3.25 The Commission heard of the UZ's experiment with a "two generations" model, that addresses parents as well as children. Positive changes in the life of parents were expected to be beneficial to the development of the child.

### **Educational advantages for those attending ECEC.**

3.26 Some very positive reports were received about the alertness and motivation to learn by children who had attended ECEC centres and were now at primary school. This applied in particular to children who came from disadvantaged circumstances.

### **Major concerns of parents**

3.27 Many parents expressed the wish to see a policy that would ascertain the access for every child to a well-run ECEC centre. They considered attendance at an ECEC centre as a pre-requisite for entering primary school. They suggested that pre-schools be placed under the direct supervision of MOESC and be part of the whole educational structure.

3.28 People appealed for an all embracing policy on ECEC to be developed and backed by a clear strategy to remedy the current situation and ensure adequate provision to enable all children to have access to pre-school education, at least for one year, prior to Grade 1

- an adequate Government budget to cover realistic allowances for ECEC carers and trainers
- sufficient grant-in-aid to districts
- adequate structure for ECEC in MOESC, to allow for more intensive animation, monitoring and staff development
- availability of Government training institutions for professional ECEC teacher training
- a shift from over reliance on donors to increased self-support

### **Findings from other countries**

- 3.29 Members of the Commission looked at pre-school provision in some of the countries visited. They noted the great commitment to pre-school education and its place in the main-stream of education.
- 3.30 In most countries, a flexible curriculum or guidelines were provided by Government. Even in countries where NGOs or private groups took care of pre-school centres, Government provided teachers' salaries. The training of pre-school teachers took place in colleges similar to those for primary school teachers.
- 3.31 The Commission learnt of two remarkable situations. In one country children from lower income groups were given priority, while in the other, the state was responsible for making sure that disadvantaged children went to nursery school. Kindergarten or nursery school generally covered children from 3 to 6 years of age.
- 3.32 Most countries required that a child attend one to two years of pre-school without, however, making it strictly compulsory. Often pre-schools were centres on their own, in other cases they were linked with a primary school. The mother tongue was the undisputed medium of instruction. Generally the provision of pre-school services was the responsibility of local authorities.

## 4 COMMENTS

- 4.1 The Commission is convinced that early childhood development and learning are of great benefit to the child and would make a vital contribution to the welfare of the entire society.
- 4.2 If education is to produce competent, confident children who become creative adults who are able to meet challenges and solve problems, then the foundation has to be laid at that time which child development experts regard as the most formative period. It is at this stage that education should include culture, values and ethics. Children should learn to treasure their cultural identity and practise ways to cooperate and, participate in a multi-cultural world.
- 4.3 While ECEC is and should remain a community based programme, the Commission believes that the responsibility for the quality of universal provision rests with MOESC, working with parents, professionals and the community.

### Focus on Priorities

- 4.4 Despite the remarkable awareness in Zimbabwe of the importance of early childhood development and education there is insufficient motivation for communities, local and central government to make strategic plans for universal provision. There is evidence of concerted efforts to improve the situation in various localities. However, these endeavours will not go far unless the country sees early childhood development and education as a priority and addresses the following essential needs
- an adequate budget specifically set aside for ECEC as well as the enlistment of cooperating partners
  - adequately trained and paid personnel
  - a comprehensive national policy on ECEC pertaining to provision and quality

## **ECEC, a Community Venture**

- 4.5 It is recommended that local communities continue providing the infra structure and resources for ECEC centres. The most disadvantaged communities should be the first to be entitled to grants-in-aid. Each district could develop one urban and one rural ECEC centre as a model, so that it can serve as a resource and reference point. The community also needs to see itself as the guardian of culture and ethics.

## **Children with Special Needs**

- 4.6 ECEC centres should offer inclusive education and accept children with special needs. Parents and teachers could be helped with the identification of special needs or disabilities so that early intervention becomes possible. Parents could also accompany the child to the ECEC centre to share ideas, receive counselling or be referred for professional assistance, if there is need.

## **Partnerships to promote Early Childhood Development and Education**

- 4.7 While there has been an increased concern for the needs of children below 6, provision for their health and development has not been backed by adequate funding and personnel and this area needs more attention.
- 4.8 The Commission believes that early childhood development is best served in the context of the family and community that provides care for the psycho-social development of the child. There are great benefits to a community based project. However, if universal access is envisaged, then local and central Government need to get involved with support, seeing that presently more than two thirds of children below 6 have no access to ECEC centres. At a time of economic austerity and especially unemployment, the children of disadvantaged communities need priority attention. As pointed out in the TIME Magazine, "there is an urgent need, say child development experts, for pre-school programmes designed to boost the brain power of youngsters born into impoverished rural and inner city households." (TIME Magazine, Madeleine Nash, Fertile Minds, 10.02.1997)



## Policy

4.9 While there are some helpful regulations to guide voluntary efforts in ECEC, a national policy about ECEC might stipulate the following

- what provision should be in place for children below 6
- the right of children between 3 and 6 to access ECEC centres
- the attendance of ECEC centres as a prerequisite for primary education.

Further aspects for a comprehensive policy to be considered by government in consultation with all stakeholders are

- involvement and role of parents, community, local and central government
- provision of ECEC in households, neighbourhood groups or centres
- setting up of flexible entry and exit ages for ECEC, recognising the specific needs of children 0-3 (creche), 3-6 (nursery school) and 6-8 (an extension) in the event of very special, specified circumstances, such as disability or extreme distances to the nearest primary school, when the ECEC could act as a satellite of the primary school
- realistic teacher pupil ratios that will allow for individual attention (possibly 1:20 or 1:24) and the typical ECEC programme that requires space for movement and creativity
- recognition of ECEC as the first step in Basic Education and considering one year ECEC, that is the year immediately prior to Grade 1 as a prerequisite for primary school enrolment
- provision of core curriculum guidelines
- training of caregivers and teachers, para-professional and professionals
- co-ordination and linking of various stakeholders, working in partnership with responsible authorities, NGOs and churches
- an increase in budgetary provision for ECEC
- priority for assistance and provision for disadvantaged communities
- the Ministry of Education's responsibility for inter-ministerial coordination as related to early childhood education and care
- creation of an adequate structure from grassroots to head office

- special consideration for the enrolment of the disabled in ECEC or a home-based education and care support unit
- provision of health care and adequate nutrition
- facilitation of registration, monitoring and upgrading centres to meet essential criteria
- emphasis on the teaching of the mother tongue, with a second language determined by the community

### **Parental Involvement**

- 4.10 Information and programmes for parents in parenting skills for the 0 to 6 year olds in the home or at a day care centre, or knowledge to help early detection of a disability and the appropriate help for the child, are not readily available. Yet this should receive priority attention in view of the fact that these are crucial years of development for a child.

The role of parents in the education and care for their children needs to be enhanced by provision of opportunities for dialogue, for sharing experiences and information and advice in parenting skills, for group or individual counselling. It is recommended that information, lectures and films on nutrition, health, environment, the importance and role of the family, especially the mother and father, culture, values and ethics be made available to the whole community. These need to be followed up by group discussions that can take place at the ECEC centre or clinic.

- 4.11 Parents should continue the traditional care for the infrastructure of ECEC centres and the development of resources. They should meaningfully participate in the planning and management of ECEC programmes and be encouraged to draw on the community's resources. They should also bring to the nursery schools suitable examples of folklore, nursery rhymes, games and stories, which could be collected and compiled for national use.

### **The training of Professional and Para-professional Teachers**

- 4.12 While Government is involved in training para-professionals and university graduates for early childhood development, education and care, it needs to provide also for the training of the professional ECEC teacher.

- 4.13 The most recent statutory instrument No 72 of March 1999 leaves minimum qualifications at the discretion of the Secretary who may stipulate these from time to time. This situation is too fluid. The Commission believes it is Government's responsibility to guarantee the aptitude and proficiency of the ECEC teacher.
- 4.14 It is recommended that a programme be set up for systematic training of different levels of ECEC teachers with chances to progress from one level to another. Training should cover all aspects of child development and aim at a holistic approach, using active participatory methods. The curriculum should pay attention to positive local cultural, religious customs and practices.
- 4.15 The present para-professional training is indispensable for some more years. It needs to provide opportunities for attachment to experienced teachers. Ideally this person comes from the community and is acceptable to the community, with O-level or equivalent qualifications. A further prerequisite is a caring personality as well as an aptitude to deal with children. However, this level of training should be discontinued when it is evident that enough professionals are graduating.
- 4.16 Present institutions for the professional ECEC teachers should continue and be upgraded. The Commission is of the view that St Mary's should offer a course for training professional ECEC teachers. An Early Childhood Education and Care course should also be offered by selected primary teacher training colleges, where the course would cover the age range from 0 to 8, enabling graduates to teach ECEC or in infant departments of primary schools. Some on site training and attachment are fundamental requirements.
- 4.17 Institutions which provide professional teacher training for ECEC should be affiliated to a university. Alternatively the university should find pathways that make the degree course in Early Childhood Development accessible, possibly by recognising diplomas and experience.
- 4.18 Universities could provide graduate and post graduate studies in Early Childhood Development, but need to be clear about subsequent chances for career and promotion. The present different types or tiers of training in early childhood education and care, that is at para-professional, professional and degree level do

not allow for progression from one to the other. There is need for the Ministry of Education to work out modalities to allow for progression and create parallel or other promotion possibilities.

4.19 All ECEC teacher training should have a compulsory component for special needs children, particularly for the disabled.

4.20 Assessment and accreditation at the end of training should include practical competence, good relationship with children and demonstrated responsibility in practice rather than mere theory. In addition to this ongoing professional development should take place in cluster meetings and workshops.

### **Teacher Status and Remuneration**

4.21 It is suggested that the para-professional be accorded the status of assistant or temporary teacher and receive appropriate remuneration. The three year trained ECEC teacher needs to be accorded similar conditions as the primary school teacher.

### **The Curriculum**

4.22 The present curriculum has served well, but we believe that it needs regular reviewing and that it can be enriched by new insights, based on research into traditional and modern approaches to child development.

4.23 Copies of the curriculum guidelines should be available to all ECEC centres. These guidelines should cover all aspects of child development and should be presented in a way that can be understood by para-professionals and professionals. Parents and teachers should interact and provide additional elements for the curriculum, relying on human experience rather than imported knowledge and theory. The present curriculum guidelines could be revised so as to suit the developmental needs of the three age groups: 0-3, 3-5, 6-8.

## **Language**

- 4.24 The development of linguistic skills for national/cultural identity in a multi-cultural environment is important and features already at this early stage. The mother tongue needs to be the medium of instruction in ECEC centres. A second language may be added as the local community decides. In multi-cultural and multi-lingual ECEC centres provision should be made that the two most commonly spoken languages by the children be used. The capacity to handle the mother tongue and at least one other language effectively is a prerequisite for teachers.

## **Co-ordination of multi-ministerial involvement**

- 4.25 The involvement of various Ministries in ECEC would benefit from more consultation and co-ordination. It seems appropriate that the Ministry of Education should be the main initiator and co-ordinator of such meetings and co-operation in projects.

## **The Role of Central Government**

- 4.26 Central government needs to accord priority attention to ECEC and develop clear policies and guidelines for consultation with all stakeholders. It will ensure a structure and substantive posts for animation and supervision of ECEC. It will be the guardian of a child's right to enjoy childhood. Central government will need to put in place a mechanism for sharing with the communities the payment of salaries of ECEC teachers, professional and para-professional. The provision of adequate grants-in-aid is important for the expansion of this educational service. The Commission proposes an increase of at least 5 centres per district annually.
- 4.27 It is recommended that government play a leading role in setting up teacher training courses and guard a multi-targeted approach as opposed to seeing preparation for primary school as the only aim.

## **The Role of Local Government and Community**

- 4.28 Local authorities are expected to take a keen interest in early childhood development and care and the establishment of ECEC centres, augmenting the

efforts of the community and other providers. The Commission encourages them to ensure that research is part of plans and programmes. They should facilitate community involvement in designing, implementing and monitoring projects.

- 4.29 It is recommended that both district and town councils set aside land for safe recreational facilities for children, in particular facilities for children below 6, be that in parks or specific playgrounds. District and town planning should consider allocation of land and appropriate location of ECEC centres, ideally in the proximity of a primary school, community centre, clinic or a church, to allow for appropriate supervision.

### **Role of Private Sector, NGOs and Churches**

- 4.30 The private sector, NGOs and Churches who are already in the field should complement government's efforts in the training of teachers, the provision of centres, the infrastructure, resources and ancillary services.

Privately owned ECECs need to be registered, comply with regulations and be monitored by MOESC. Regular dialogue could be facilitated by the organizational structure of the Ministry of Education.

### **Organizational Structure**

- 4.31 The present administrative structure is inadequate to support expansion, direction, training, animation and supervision. The Commission sees the need for systematic planning and professional organisation in the management of pre-schools at every level of administration.
- 4.32 The district trainer is the major driving force in popularising early childhood education and care, contacting parents, motivating communities and training para-professionals. This person cannot function effectively unless there are adequate resources, especially independent transport.
- 4.33 There is need for a clear supportive organizational structure for ECEC from grassroots level, through district and region, right up to national level to facilitate

adequate expansion, animation and monitoring so that access and quality education can take place. It may be useful to develop an instrument for quality assessment. It is essential that adequate funds and suitable resources are available for this structure to function efficiently. Channels and stages for career progression should be developed and outlined.

- 4.34 There is need for the production and coordination of resource materials in all languages of Zimbabwe. This could be done by the Curriculum Development Unit (CDU) or alternatively ECEC material development centres could be integrated into the Better Schools Programme Centres. It would also be desirable to have a magazine about early childhood education and care. The 'Zimbabwe Network for Early Childhood Education and Care' (ZNECEC) and/or CDU could take this on.

### **Publicity Campaign**

- 3.35 The area of early childhood development, education and care would benefit from more publicity, such as appropriate media coverage about the benefits of ECEC centres, training possibilities and registration of centres. A publicity campaign could help to promote ECEC by involving media, local drama groups, musicians, storytellers and entertainers. They could focus on the following
- early childhood education and care in the home, the role of the mother and the father, and activities at an ECEC centre
  - various stages of early childhood development from 0-8
  - how to care for children with special needs
  - health and nutrition for children
  - various aspects of the curriculum
  - stories of success as well as stories of children in need
  - ECEC as an initial stage of basic education
  - advocacy for safety and health of children nationwide, such as water, food, environment, sanitation
  - issues of gender equity
  - early recognition of disability and how to promote the education of the disabled child

## Research

3.36 Wide research into ECEC should be encouraged by special grants from Government and others. The Commission believes that the following areas listed by the 1999 UNICEF workshop on Early Childhood Development are very pertinent

- children with disabilities
- base line study on what is available now in terms of bottom up approaches
- discipline in the home
- parental and societal expectations of ECEC
- changing perceptions of what constitutes a child
- language, culture, religion
- traditional beliefs, values
- effective ECEC centres
- financial resource allocation and utilization at all levels, leading to prioritisation
- society's perception of children's rights, responsibilities, and understanding of duties
- needs of the child and child play
- all research should involve communities so that they participate in designing, implementing, monitoring ECEC programmes.



## 5 CHALLENGES

- 5.1 Children of to-day will be the society of to-morrow. The Challenge is to provide universal access for girls and boys alike to ECEC for at least one year and guarantee its quality.
- 5.2 Zimbabwe faces a series of major challenges in ensuring a holistic early development for children. The stability of the family, the responsibility of care and education by the extended family, the concern and provision by the community, the interest and financial support of the nation, all of these have to be promoted.
- 5.3 In the present uncertain economic climate and in the face of threats of drought and the HIV virus, all forces and resources have to be rallied to guarantee adequate nutrition, health care and education for the child.
- 5.4 With 61% of the population living under the poverty datum line (Brian Raftopolous et al P13), the challenge for the nation is that resources are prioritised for the disadvantaged to ensure access to quality ECEC.
- 5.5 The challenge is firstly to standardise the training of caregivers and teachers in the ECEC sector and to ensure that personnel in that sector is trained.
- 5.6 The early childhood education and care programme should be designed in such a way that finally the community can own and sustain it. The education of the woman in particular is a prerequisite for the development and education of the child.
- 5.7 A further challenge is the laying of the foundation for cooperation, non-violence, peaceful conflict resolution, respect and concern for others.
- 5.8 The key to early childhood development and care then are the parents. The greatest challenge perhaps is to ensure that parents will spend quality time with their children and are ready to learn more and more about good parenting skills.

## 6 RECOMMENDATIONS

Two aspects of African educational tradition and philosophy have a key position for early childhood development, namely

- the community educates
- the essential objective of education is unhu/ubuntu.

Child psychologists and educationists regard the early years of a child's development as formative and stress the importance of addressing the multiple needs of children. It is in these early years that basic education begins, values and skills are learnt and physical, cognitive, emotional, social, moral development takes place and creativity is awakened. " All I ever needed to learn I learnt in Kindergarten" (Robert Fulghum).

The Commission recommends the following

- 6.1 expansion of provision and the required funding, resources, so that within the next 5 years every child will have access to ECEC
- 6.2 a comprehensive policy to be developed, in particular ensuring every child's access to ECEC at least for one year prior to Grade 1
- 6.3 a coordinated plan for the training of para-professionals and professionals at Government colleges and other institutions
- 6.4 setting up and animating of a monitoring structure from head office right through region, district to local level
- 6.5 revising the curriculum guidelines, incorporating new insights and paying special attention to the following age groups, 0-3. 3-5. 6-8
- 6.6 co-operation of government and community in providing facilities, and regular and appropriate pay for teachers
- 6.7 research into ECD and incorporation of learnings from this research

- 6.8 awareness and skills of parents to be raised in relation to the development and education of the child from 0-6.
- 6.9 early detection and intervention for children with special needs and disabilities, as well as appropriate counselling for parents
- 6.10 emphasis on the mother tongue as a medium of instruction but allowing for a second language because it is learnt easiest at this stage
- 6.11 the Ministry of Education should initiate inter-ministerial dialogue and coordination of involvement in ECEC programmes
- 6.12 publicity programmes to be organised about the importance of early childhood development
- 6.13 set up one ECEC centre per district as a model and resource centre.

The human potential is a country's best resource. The promotion of the family unit, the development and education of the child, the support of a caring community, all of these have to rate high on the national agenda. Zimbabwe's investment in child development and education for the 0-6 year olds is not an optional extra, it is the indispensable foundation for the social and economic well being of the country and the future.

## CHAPTER 14

### PRIMARY EDUCATION

#### INTRODUCTION

- 1.1 The terms of reference require the Commission to inquire into and report upon the following, among other things.

*The inherited education system as to relevance, quality and orientation in a rapidly changing socio-economic environment (TOR: 1.1)*

*The fundamental changes to the current curricula at all levels (TOR 1.3)*

- 1.2 Primary education is universally acknowledged as the most important stage of education, for it is at the primary level that the foundation, concepts and skills in such core subjects as languages, mathematics and the sciences are developed. Similarly, at this level, children undergo an intense experience of socialisation in which relationships are formed and positive behaviours, based on models of honesty, integrity and the capacity to work together and to share, are encouraged and developed.
- 1.3 At the primary school level, creative thought is encouraged and pupils begin to learn how to learn through problem solving and discovery. At this level children are encouraged to develop languages, and artistic abilities. Mathematics and the sciences are developed through discovery methods and practical experimentation. It is also at this level that children are encouraged to respect each other and each other's beliefs, and become involved in many physical activities and games which encourage participation and team work.
- 1.4 Sound comprehensive primary education therefore depends upon a curriculum which offers many opportunities for pupils to develop a wide range of attributes, a committed team of teachers, parents and community members, led by School Heads with vision and commitment. A successful primary school enjoys the sense of ownership of the school by the local community. In this context, teachers and pupils should interact in a variety of subjects, activities and projects supported by adequate resources.

## 2 CURRENT SITUATION

### Historical Perspectives

- 2.1 The Judges Report (1962) reduced the Primary School Year cycle from 8 to 7 years. The prior 8 year cycle equipped pupils for life. The Lewis Taylor Committee Report (1974) developed the new curriculum for the primary school which was vocationalised and placed emphasis on practical subjects. The recommendations, however, were not vigorously pursued. The reason for failure to implement the reform was that it was left to the Ministry of Education. There was no independent implementation agency.
- 2.2 In Zimbabwe, primary education consists of two levels: Infants (Grades 1 – 2 ) and Junior Grades (3-7). The child enters Grade 1 at the age of 6.
- 2.3 The seven year cycle of primary education is regarded as a broadly based education, designed to develop foundations in a wide spectrum of knowledge and skills, in preparation for transition to secondary level. Primary education is therefore not terminal.
- 2.4 The national examinations written at the end of Grade 7 are in Mathematics, English, Shona/Ndebele and a General Paper. These examinations consist of multiple choice questions using English as the medium of communication. In theory, these examinations are supposed to assist the Ministry of Education, Sport and Culture (MOESC) in formulating a profile of national attainment levels in core subjects and the certificate is supposed to be helpful in placing learners in secondary schools. However, in practice, the more established secondary schools develop their own entrance tests for secondary school entry.
- 2.5 The present very high enrolment rate at the primary level of education, in the region of 85% of school age children, is a direct result of the post Independence Zimbabwe Government's determination to provide primary education for all. The Post Independence Government made primary education available and accessible to all in an effort to redress the extensive anomalies, biases and prejudices inherited from colonial education.

- 2.6 In the first ten years of Independence, the number of primary schools increased from 2401 in 1979 to over 4504 by 1989, an increase of 88%. Concurrently, the primary school enrolment increased by over 171% while primary school teachers increased by 220%. (Ministry of Education, Sport and Culture) A teacher training programme, the Zimbabwe Integrated Teachers Education Course (ZINTEC) was introduced at Independence in order to meet the shortage of trained teachers.
- 2.7 The Curriculum Development Unit embarked on substantial curriculum development and materials writing projects. Despite these developments, the curriculum has remained largely academic and, although syllabuses encourage child-centred approaches, teachers continue to use chalk and talk methods. The teaching of mathematics and science leaves a lot to be desired.
- 2.8 The massive increase in the number of primary schools which greatly increased access, did not facilitate access to equal quality education. Learners are exposed to radically different kinds of primary education, depending upon finances.
- 2.9 At present, the majority of primary schools are run by Rural District Councils. These schools are generally under-funded in comparison to Government, Church, Mine, Urban Councils, Trust/Boards and other privately run primary schools.
- 2.10 There are some independent, private, mission, and government schools, which charge high levies and top up teachers salaries. Rural District Council schools are often under-resourced and have problems attracting and retaining teachers. The remote rural areas suffer the most due to lack of standard facilities and qualified teachers. In high density sections of the urban areas the biggest problem is double-sessioning.
- 2.11 Administrative and financial functions were devolved to schools from January 1999. As a result some schools hiked school levies. The hiking of fees and levies will exacerbate the drop-out rate.
- 2.12 The primary teaching force was depleted a few years after Independence when some experienced primary school teachers were transferred to newly established secondary schools.

### 3 FINDINGS

3.1 Many respondents pointed out that the huge gains in access to education after Independence had gradually been eroded by

- Overuse of existing facilities and materials at primary schools
- Over enrolment at primary schools, creating social and disciplinary problems
- Poor administration of schools by uncommitted heads
- Over-crowded classrooms with few learning materials
- Indiscipline among students and teachers
- Absence of effective supervision
- Lack of trained teachers and learning materials
- Poor maintenance of the infrastructure

3.2 Many people bemoaned that the primary schools were seriously under-funded and requested the state to channel more funding to the primary school sector. Some parents and teachers expressed the need to re-introduce tuition fees in all primary schools. The money generated could then be used to purchase books, desks, chairs and other school requirements that could improve the quality of education. On the other hand some parents especially in urban areas, complained that school fees and levies were too high, forcing poor parents to withdraw their children from school.

3.3 In some schools, interview fees for children intending to enroll for Grade 1 are being abused. Such schools invite too many pupils for interviews for too few places resulting in these parents suspecting that the whole exercise is only meant to fund-raise for the school.

3.4 Community leaders, parents and education officials complained of the long distances some children walked to get to school. They wanted the government and local authorities to build more schools as a way of making primary education accessible. The respondents also called for a stop to double sessioning (hot-seating).

- 3.5 Parents felt that disabled children should be accommodated in all schools since very few of these children have access to education. Furthermore, the same parents suggested that all teachers should receive adequate training in identifying and teaching children with disabilities at primary school level.
- 3.6 There was unanimity in the call to make the primary curriculum practical. All the stakeholders were agreed that the primary school curriculum is too academic. The respondents suggested that more emphasis should be given to the teaching of practical subjects such as computers, agriculture, gardening, cooking, sewing, woodwork, building and metalwork. Respondents also suggested that practical subjects at primary school level be taught by specialist teachers and that clubs such as the Young Farmers Club should be reintroduced. Some felt that the concept of Education with Production popularised in the early 1980s should be revisited with the view to adopting it.
- 3.7 Traditional and church leaders also called for the development of the whole person. Sport, cultural and health education were also suggested as important subjects for all children in primary schools.
- 3.8 Teachers and parents were in agreement on the need for effective teaching of reading. Teachers and heads recommended that each primary school should have a library as a way of supporting the teaching of reading.
- 3.9 Teachers complained that the primary curriculum was overloaded and that the number of subjects should be reduced. Teachers also felt that the new curriculum projects should be integrated into the existing one with sufficient staff development. The same respondents argued that only mathematics, science and languages should be made core subjects at primary school. Primary school teachers observed that there were inadequate illustrations in the primary school books.
- 3.10 Respondents complained about the poor teaching of Science and Mathematics at Primary School. Some of the teachers had not passed these subjects at 'O' level and yet they were required to teach them.



- 3.11 Parents and teachers were against the system of automatic promotion because they felt that it did not benefit the learners. The respondents expressed reservations on the benefits children got from being pushed from grade to grade until they wrote the Grade 7 examinations.
- 3.12 Parents and teachers preferred learners to learn in the mother tongue at least at lower grades, adding English as a second language at Grade 3. They acknowledged that although in theory the Education Act allowed the use of the mother tongue up to Grade 3, in practice it was not being done. Books and other teaching and learning resources to enable effective teaching and learning using the mother tongue, were inadequate. Some parents were concerned that there were no teachers qualified to handle the teaching of the so-called minority languages.
- 3.13 There was divided opinion on the use of corporal punishment in schools. Some parents and teachers felt that the indiscipline now prevalent in some primary schools could be corrected by allowing teachers to apply corporal punishment. That group made comparison with the pre-independence situation during which corporal punishment was perceived as having a good effect on pupils' behaviour. They therefore called for the reintroduction of corporal punishment. However, there were others who argued strongly that the use of corporal punishment goes against United Nations Conventions on children's rights. They argued that the practice goes against research evidence on child education theories.
- 3.14 The majority of teachers complained of the large classes they were required to teach and recommended smaller ones for effective teaching. They suggested that primary schools should have specified and limited enrolments. This they argued, would eliminate "hot-seating" and over-use of existing facilities. Community leaders also recommended that every primary school should have appropriate structures and classes to accommodate children with disabilities.
- 3.15 Many people were not happy with the Grade 7 examinations and wanted them abolished. In place of such examinations, they suggested that primary schools should provide information on pupils when they go to secondary school. This comprehensive profile, to accompany the child to secondary

school. This comprehensive profile, to accompany the child to secondary school, should state all the achievements and abilities developed by each child at primary school level. This assessment should not be left to Grade 7. The Grade 7 examination should be replaced by comprehensive school based examinations which are recorded, and accompanied by a comprehensive end of primary school report.

3.16 Respondents said that a 7-year cycle of education is inadequate on the grounds of the age of the children, and its incapacity to equip pupils with useful life skills.

3.17 Findings from most of the countries visited by the Commission indicate that primary education is wholly funded by the state. However, in developing countries provision of free education is compromised by lack of funds.

3.18 In Columbia and Guatamala, the learning process is enhanced by a paradigm shift, where the teacher is a facilitator, with pupils taking responsibility for their learning. Curriculum and learning materials enable teachers to comfortably handle multi-grade classes. Teachers experienced job satisfaction and children enjoyed their learning. Consequently, the quality of education improved and absenteeism and drop out rates were reduced.

3.19 Mauritius has introduced a 9-year cycle of compulsory basic education to empower children for life in the 21st century. The cycle exposes children to competencies for life in the new global village where there are people of different cultures and backgrounds.

#### **4 COMMENTS**

4.1 The Commission upholds the view that Primary or any elementary education is the foundation and basis of formal education and that every effort must be made to ensure that this education cycle is of the highest quality. The Commission believes that every child has a right to this Basic Education. In the Commission's view 9 years of Basic Education will equip children with literacy, numeracy and practical skills.

- 4.2 Earliest experiences of learning have immeasurable effects on an individual's future. If the foundation has deficiencies, it will be difficult to remedy the situation. The Commission believes that a 9-year Basic Education cycle should be the most effectively and efficiently delivered, managed and maintained.
- 4.3 The Commission is very concerned about the prevalence of negative attitudes towards the importance of practical subjects at school and manual work in general. It could be argued that our present-day elementary and general education curricula are helpful only to a tiny minority (perhaps 2%) of children who may, by some stroke of luck, become university graduates. The Commission considers that some recommendations on curriculum issues made by the Lewis Taylor Committee in 1974 be reconsidered and implemented.
- 4.4 The Commission agrees with the arguments advanced by parents and teachers that vocational subjects be re-introduced at the basic education level. Children should spend more time outside the classroom than inside it. That is to say, in addition to literacy and numeracy, there is also need to pay attention to operacy or the skill of doing things.
- 4.5 The arguments the Commission has presented above indicate that the state needs to spend more on basic education to equip its citizens with skills for survival and ensure that everyone has the capacity to contribute meaningfully towards national development.
- 4.6 The Commission is in agreement with the strong evidence criticising the primary school curriculum. At Basic Education level, the emphasis should be on identifying and developing a whole range of skills and attributes of each child. Language, basic communication, numeracy, scientific, technical, ethical and citizenship skills and competencies could be answers to the flaws in the current curriculum. All gender biases should be removed from learning materials. Learning should also cater for children with disability. The details of the actual subjects that could produce a whole person are discussed in the relevant chapter.

- 4.7 The Commission reaffirms the view that automatic promotion should be reviewed to allow a pupil to repeat a grade if this is deemed appropriate by the teacher. However, it is necessary to discern if the child has specific learning problems that require remediation.
- 4.8 In order to effectively offer the suggested curriculum, Basic Education teacher training should be reviewed so that teachers are familiar with the techniques involved in teaching life skills to young learners. The Commission agrees with the evidence that points to the need to select teacher trainees much more carefully so that teachers bring commitment and moral values to the learning situation. Such teachers prepare their work, assess pupils thoroughly and are prepared to become involved in extra mural activities with the children. Further, the teacher education curriculum should allocate more time to ensuring that trainees are literate, numerate and operative to a degree which is fitting for a teacher. A pass in the core subjects at an acceptable level should be a criterion.
- 4.9 The Commission feels that school heads have the most important leadership and training roles in the school. Heads of schools require professional and administrative skills and should have the requisite training before being appointed. Ideally heads should not participate in active politics while heading schools. The heads also require training in guidance and counselling.

## **5 CHALLENGES**

- 5.1 Seven years of Primary Education are inadequate to prepare children for life. It therefore must be extended to 9 years of compulsory, quality Basic Education.
- 5.2 The Commission encourages the nation to offer opportunities beyond basic education for every child.
- 5.3 The Basic Education cycle must be well funded, well managed and developed.
- 5.4 Basic Education should be managed and developed with the active involvement of parents and the community.

5.5 Teacher Education should equip all basic education teachers for their new roles in terms of pedagogy through inservice and better training.

5.6 The nation should ensure the equipmentation of schools to cope with the new demands of Basic Education.

## **6 RECOMMENDATIONS**

6.1 Every child should receive compulsory basic education which is fully supported by the STATE, with the assistance of parents and the community.

6.2 The Basic Education curriculum requires to be completely reviewed and should incorporate assessment of learners.

6.3 Multi-grade schools should be introduced to cater for children in remote areas, with proper provision for teachers and Heads.

6.4 The practice of automatic promotion should be reviewed to ensure that each pupil has adequately mastered the material in the current class, before advancing to the next one.

6.5 The system of supervision should be strengthened to ensure accountability for Heads and teachers. Strict standards should be maintained to ensure that the quality of primary education does not deteriorate.

6.6 There should be sufficient funds for the procurement of essential learning/teaching materials and parents must assume more responsibilities by assisting in the development of quality learning opportunities.

- 6.7 Special attention should be given to science, mathematics, practical skills and information and communication technologies.
- 6.8 There should be a systematic plan to provide schools with electricity or alternative power throughout the country, ensuring equitable provision for each region.

## CHAPTER 15

### SECONDARY EDUCATION

#### INTRODUCTION

1.1 The terms of reference require the Commission to inquire into and report upon the following, among other things

- The inherited education system as to relevance, quality and orientation in rapidly changing socio-economic environment; (TOR 1.1).
- *The fundamental changes to the current curricula at all levels;*  
(1.3)

Under Provision of Education and Training, the Commission is required to:

- *review the philosophy, content and thrust of formal, adult and non-formal education with a view to equipping students for the high skill careers of the future (1.1.1)*
- *identify specific areas in the education and training systems requiring reform on a short-term, medium-term, or long term basis. (2.1.2)*
- *recommend strategies that relate the education system to employment in the private and public sectors and that impart education for life and self-employment. (2.1.3)*

Other aspects related to secondary education are dealt with elsewhere in the report.

1.2 At the time of setting up the present Commission of Inquiry into Education and Training (1998-9) the history of Education in Zimbabwe has had two distinct phases – the colonial era and the post independence phase. The situation we are in now is a result of nearly nine decades of politically and racially motivated

education policies and two decades of determined effort to right the wrongs of the past in a situation characterised by high expectations of the people on the one hand, and unfavourable economic conditions on the other.

- 1.3 There was significant progress in the area of provision and access to education. However, the question of quality and relevance has remained elusive. The Commission notes that Zimbabwe has not escaped the phenomenon observed by the 1971 UNESCO International Commission on the Development of Education when it was noted that “...just as the political and economic effects of colonialism are still strongly felt today, so most educational systems in American, African and Asian countries mirror the legacy of a one-time motherland or of some other outside hegemony whether or not they meet those nations’ present needs.” (Learning To be pp. 10-11.)
- 1.4 If the nation is to take cues from past attempts at education reform in Zimbabwe, it will be realised that there is a great need to cause a paradigm shift from an education system in which the present generations were brought up to one that addresses the immediate needs of the socio-economic situation and those of an uncertain but highly technological future.

### **Past Initiatives**

#### **From The Judges Report to 1998**

- 1.5 The inadequacies of a purely academic curriculum were noted as early as the Report of the Southern Rhodesia Education Commission, 1962 (commonly known as the Judges Report). The report recommended that there should be a new-type secondary course that would cater for students with an academic orientation as well as those with a variety of other aptitudes and interests. That Commission settled for a comprehensive high school, serving students of both orientations under one roof.



The Report stated

*“All secondary pupils would follow a general education in order to cultivate the habits, attitudes, interests and skills which would prepare them to be citizens and at the same time be of value whatever training or occupation is to follow. But for those pupils whose abilities turn out to be mainly other than academic, it will be necessary to provide studies in such subjects as mechanical drawing, handicraft, domestic science, hygiene or a variation of these of a kind appropriate to the neighbourhood and occupations which it offers.” (Para 427, pp 84-5).*

The Report also made a provision for late developers by allowing movement between courses up to the end of the third year of secondary education.

### **The F2 System and its Demise**

- 1.6 Out of these and other recommendations, the then implementers settled for a secondary education for Africans, with two disparate sub-systems – F1 and F2, where 12,5% and 37,5% of the primary school pupils would be absorbed, respectively. The rest would go without formal education. F1 was an academic path: F2 was practically oriented. That approach came into disfavour because the F2 system was stigmatized as it became associated with “less able pupils.” It is ironical that most of the students who went through the F2 later became business and professional entrepreneurs. Going by the overwhelming evidence calling for a return to the F2 type system, one is bound to conclude that attempts should have been made to improve the system instead of abandoning it all together.
- 1.7 The F2 system could not survive the political storm at Independence. All schools became F1-type secondary schools but the requirement to teach practical subjects remained. The modification resulted in a structure – a comprehensive high school-akin to what the Judges Report had recommended. However the secondary school system became obsessed with bookish education leading to ‘O’ and ‘A’ level examinations.

- 1.8 All previous attempts to relate the curriculum to the world of work had come to naught. Such attempts had racial undertones. Education became bookish and examination driven, much unsuited to the majority of our pupils.

### **Democratisation of Education**

- 1.9 The massive expansion in secondary education that followed Independence was a welcome development but it worsened the drift towards bookish and academic education because resources, both human and material, were overstretched.
- 1.10 The major goal of the expansion was to make secondary school education accessible to all pupils who could afford it. That expansion remains a success story which, however, adversely affected quality and relevance.

### **Zimfep and Education with Production [EWP]**

- 1.11 Following Independence, a new philosophy of education titled Education With Production, was introduced through a number of pilot schools under the Zimbabwe Foundation for Education with Production Programme (ZIMFEP). That became yet another initiative to link education to the world of work. The thrust of this philosophy was to link theory and practice. The pilot programmes were carried out in former refugee institutions and later introduced in conventional schools. Unfortunately, the philosophy did not receive widespread support from the implementers and the general populace who could not be moved from their desire for the traditional academic education.

### **Further efforts to Vocationalise Secondary School Education**

- 1.12 In 1986, the Ministry of Education initiated a scheme to vocationalise secondary school education. The aim of that initiative was to vocationalise secondary education after it had been observed that even practical subjects were being handled like academic subjects. Under vocationalisation, schools would be twinned with factories. Regrettably, only a few schools in urban areas managed to establish links with industries. That initiative

was to lead to the Zimbabwe National Craft Certificate (ZNCC) and National Foundation Certificate (NFC) in addition to 'O' and 'A' level examinations. The initiative was not pursued to the ultimate goals.

1.13 From the foregoing, it is clear that ever since the time of the Judges' Report and especially after Independence, various initiatives have been made to broaden the curriculum in an attempt to accommodate the varying interests and aptitudes of students. It also becomes clear that it has not been possible to change the system from being examination driven. The status of vocational subjects, as offered in the schools, did not improve as training institutions, industry and commerce preferred students who had excelled in English, Mathematics and Science to those who had passed practical subjects at secondary school level.

1.14 It also becomes clear that if educational reform is to remain on course and achieve its goals, there is a need for continuous monitoring and evaluating of the implementation process by a body which is outside the Ministries of Education.

## **2 CURRENT SITUATION**

### **Structure and Organisation**

2.1 The current structure of secondary education, coming after seven years of primary, is

- Two years of general education leading to Zimbabwe Junior Certificate (ZJC)
- Two years leading to the 'O' level Certificate
- A further two-years of a specialised 'A' level Course

The 'A' level course normally leads to university studies. However, due to pressure of numbers some of the students enter Teacher Training Colleges, Polytechnics and apprenticeship training. The organisation of the school system is such that pupils move to a secondary school after completing the seven year cycle of primary education. Some primary and secondary schools were

built in close proximity to each other to facilitate the transition. However, most of the secondary schools built after independence were sited in such a way that they are accessible to pupils from a number of surrounding feeder primary schools. Some pupils in rural areas have to travel long distances to access secondary schools.

### **Transition**

- 2.2 Pupils are encouraged to go to secondary schools in their locality. They are not encouraged to go to boarding schools because of the high expenses involved. Boarding schools are expected to serve pupils from areas where secondary schools are scarce. Children of parents who can afford the fees end up patronising boarding schools. Very few parents in remote areas can afford fees in boarding schools.
- 2.3 All pupils who complete primary education are supposed to enter secondary school. The transition from primary to secondary is estimated at 79%. Economic, social, religious and cultural factors lead to drop-outs. There are some parts of the country that do not have adequate secondary schools, therefore experiencing even lower transition rates and higher drop-out rates.

### **Access**

- 2.4 Most schools have put in place their own admission criteria mainly based on academic performance in entrance tests set by the individual schools. This has resulted in those schools recruiting the most academically able pupils becoming elitist while those accommodating low achievers becoming unpopular with parents. Another result is that pupils are not always able to enter the nearest school, especially in urban areas.
- 2.5 Education in this country is not yet compulsory. Zimbabweans value education and so the majority of families will ensure that their children go to school to acquire academic qualifications which are believed to be a prerequisite for a good job or profession. However, there are no legal provisions for prosecuting parents who do not send their children to school.

- 2.6 Secondary education is not free. Attempts have been made to assist pupils from poor families through the Social Dimensions Fund (SDF). Several schools complain that the funds are not paid in time.

### **Automatic Progression**

- 2.7 The current policy stipulates automatic progression from Grade One to Form Four. However the system allows extreme cases to repeat some grades. Special Ministry of Education permission has to be sought for repeaters in Grade Seven. Although the system records nine years of general education from Grade One to the end of the ZJC, there is a lack of continuity in the transition from primary to secondary, in both curricula and organisation. This is exemplified by the difference in subjects at primary school compared to secondary school level, and the long break between end of Grade 7 and beginning of Form 1.

### **Junior Certificate**

- 2.8 The Junior Certificate course has a broad curriculum which is built around a core made up of English, Mathematics, Science and Shona or Ndebele. The rest of the electives come from humanities, commercials and practical subjects. Most pupils do a total of eight subjects that include at least one practical.
- 2.9 At this level, policy requires each pupil to do two practical subjects. However, not all schools have complied with this requirement for various reasons, especially lack of finance.
- 2.10 An examination administered at the end of the ZJC assesses pupil achievement and is intended to facilitate channelling of pupils into Form Three. However, most schools use school based assessments since the ZJC examination results are usually received long after Form Three classes have commenced.

### **'O' Level Course**

- 2.11 At 'O' level, schools influence students to follow curricula that give them maximum chances of passing in five subjects, including

English Language. Generally, the curriculum is centred around the core of English, Mathematics, Science and either Shona or Ndebele. There is a host of other subjects to choose from – humanities, commercials and practical subjects. Policy requires that at least one practical should be included. About a hundred schools follow practical subject programmes that lead to the National Foundation Certificate examinations. The rest of the practical subjects are examined by ZIMSEC.

### **Examinations**

- 2.12 Students sit the ‘O’ level examinations at the end of the fourth year of study. The system allows single subjects entry in which a candidate can enter for any number of subjects in June and/or November. Students often decide to register for examinations in subjects they think they are better prepared for. That often results in their dropping of certain key subjects like Mathematics.
- 2.13 Practice has shown that training institutions, employers and other interested parties now go beyond the mere presence of five ‘O’ levels to being interested in the number of sittings in which they were acquired. There is preference for applicants who acquired their credits in one sitting or fewer sittings than other applicants. It needs to be noted that provision of single-subject sittings at ‘O’ and ‘A’ level has brought about a new industry of supplementary examinations which have increased the number of those who participate in Part-Time and Continuing Education and private tutoring.
- 2.14 The ‘O’ level pass rate of five Cs or better is often between 20% and 25%. This rate shows that the type of education offered in our secondary schools is not suitable for the majority of our students since it brands them as failures. The economic situation is such that there are no employment opportunities for the vast majority of school leavers. The school system imparts limited social and practical skills such that the school leavers are ill-prepared to face the hostile outside world.

## **Under Resourced Schools**

- 2.15 Generally, secondary schools are under-resourced. Textbooks are in short supply. Most schools have no libraries. There is inadequate equipment in the few schools where laboratories have been built. Specialist rooms and equipment for practical subjects are also in short supply. The pupil-teacher ratio is such that schools are not able to offer as many subjects as they would like to offer, especially practical subjects.

## **Non-Formal Education**

- 2.16 A number of students drop-out along the line to Form Four. There are opportunities for such students to continue their studies, through the non-formal route. Distance education is offered through a number of ways
- Individual tuition through registered correspondence colleges
  - Study Groups whose members receive government subsidised tutorial material from correspondence colleges
  - Part-Time Continuing Education classes conducted at registered centres, mainly schools
- 2.17 Distance education caters for subjects that run from primary education to Advanced level. Some schools also arrange vacation lessons for those (formal and non-formal) who wish to improve their chances of passing. The facilities do not reach all dropouts and repeaters especially in rural areas where only a few are able to take part.

## **Imbalances**

- 2.18 The dropout rate seems to affect girls more than it affects boys. Girls also seem to have drifted from pursuing studies in subjects such as Mathematics and Science. The provision of secondary education does not seem to have expanded adequately to cater for the children with disabilities. It is in the context of the above

realities that respondents went on to make various suggestions for the improvement of the secondary education system.

### 3. FINDINGS

- 3.1 There was overwhelming evidence to the effect that our secondary education was a waste of time for the majority of our students. That widely held view was prompted by the fact that our education system handles secondary students as if all of them would end up doing 'A' level and university studies.

Several people who appeared before the Commission submitted that the 'O' level national pass rate of just above twenty percent points to the inappropriateness of the education rather than to the inadequacies of the students or teachers concerned.

- 3.2 The Commission was informed that the country was still giving to all secondary students an old British-type education. Captains of Commerce and Industry pointed out that there is a missing link between the school system and the employment sector resulting in a mismatch between employee resources and market needs. School leavers lack a work ethic and seriousness of purpose, they argued.

The respondents pointed out that for most students the current education system resulted in frustration and a sense of failure. Some of those who get the five 'O' levels get equally frustrated because they have no marketable skills. There is no employment for them yet the pupils are not educated in commercial practice for self-employment and self-reliance. It was reported that pupils need entrepreneurial skills. It is noted by the Commission that it is this same issue that past initiatives have been trying to address ever since the Judges Report, through the F2 System, Education with production, 1986 Education Structure and Content Plan and the introduction of the National Foundation Certificate.

- 3.3 More specifically, the respondents pointed out that our secondary education was too academic and examination driven. It was claimed that the concern for passing examinations took the centre stage to the prejudice of all other forms of useful learning. It was



alleged that the school system no longer addresses intangibles like character, morals, ethics, job application techniques and project management. The end result of the education system's effort was described as not beneficial to the students themselves and the development of the country's economy.

Some respondents pointed out that indigenisation of the economy is an important feature of our national goals. They went on to state that there is no clear effort manifest in the content of education to deliberately prepare children for the eventual takeover of the economy.

- 3.4 Most parents bemoaned a situation where, after four years of secondary education, their children left school without practical skills. It was in that context that most respondents called for a return to the F2 type education. It was also argued that the type of education offered in our rural secondary schools had little relevance to the immediate environment. A proposal was put forward that curricula should be responsive to economic activities prevailing in the schools' immediate vicinities. For an example, pupils in Binga, whose schools are near the Kariba, would have fishing as a major component of their curriculum. Those near woodlands would concentrate on Wood Technology. In the same vein, pupils in the arid regions of Matabeleland and Masvingo would concentrate on Ranching and Irrigation, among other things. Sugar Technology would be given prominence in schools in the Lowveld.
- 3.5 There was a call that the content of our education should lead directly to the improvement of the living conditions and life styles of people in the rural areas. Some respondents bemoaned a situation where people who had gone through secondary education had no zeal to improve their habitat by constructing proper houses and toilets. It was said that education should have specific social and economic developmental targets for pupils and their communities.
- 3.6 Evidence received pointed out that about 79% of primary school pupils enter secondary schools. The rest do not go through secondary education for various reasons. It was pointed out that

in some areas secondary schools were too far for pupils to walk to school.

- 3.7 The Commission had the opportunity to visit a site near Mushoshoma Secondary School in Mashonaland Central, where students whose homes are too far from school had set up their own make-shift 'accommodation', hence the term "bush-boarders". Similar instances were reported in Masvingo, Mashonaland West and Mashonaland East regions. People complained that long distances between secondary schools were a very serious problem in all rural communities. They called for each community to have its own primary and secondary schools adjacent to each other. Evidently where there is no easy access to secondary schools it is girls who suffer more than boys. It should be pointed out that dropouts were reported even in areas where secondary schools were within easy reach of potential pupils. Such instances require that proper education be given to parents so that they can make their children remain in school for as long as local facilities allow.
- 3.8 Parents and teachers pointed out that schools in rural areas had several disadvantages. The schools were generally under-resourced. Textbooks were in short supply to the extent that in many cases up to ten pupils shared a textbook. Many schools were reported to have inadequate furniture and other accessories. Many people, particularly in Matabeleland South Province, bemoaned the absence of adequately equipped laboratories in most secondary schools. That state of affairs was said to be the reason why most rural schools confined themselves to the teaching of general science instead of the pure sciences.
- 3.9 There was strong evidence, especially from teachers, that primary school curriculum does not dovetail smoothly into secondary education. It was reported that when primary school pupils move to secondary school, they find themselves in a totally different educational environment with a new set of subjects.
- 3.10 Respondents questioned the usefulness of Grade Seven examinations. It was pointed out further that the objective type questions and answers were of little assistance in determining

what route the pupil should follow in secondary and subsequent education and training. There was a lot of criticism of the wastage of time following the writing of Grade Seven examinations. The time between the writing of Grade Seven examinations and the commencement of secondary education was described as so long that pupils would have forgotten most of what they would have learnt in their primary education.

3.11 Zimbabwe Junior Certificate examinations were also described as serving no purpose as they were not used for the placement of pupils in Form Three. Schools use locally based continuous assessment for purposes of placing pupils in Form Three. Many respondents claimed that ZJC examinations were a waste of time and money.

3.12 Most parents and other stake holders pointed out that there is need to observe pupils, stimulate and nurture their talents before they are channelled into programmes that suit their interests, temperaments, aptitudes and abilities.

### **Class Sizes and Staff Establishments**

3.13 Respondents, especially teachers and school administrators, were critical of the large size of classes they are required to deal with. It was pointed out that large classes were difficult to handle especially given the limited resources in schools. It was reported that the pupil to teacher ratios used in secondary schools do not consider the number of classes and the curriculum offered. It was further pointed out that school administrators, who spend most of the time on administrative chores, are regarded as part of the teaching force, yet they do not have time for taking classes.

### **Supervision**

3.14 Parents were quick to point out the observed absence of “inspectors” in schools. The absence of Education Officers in schools is thought to be the main cause of misconduct by teachers and heads of schools. Parents and traditional leaders pointed out that some teachers lack commitment to their work. Absenteeism of both heads and teachers was cited as a major problem in

schools, especially rural schools. The issues concerning the teaching profession are dealt with elsewhere in this report.

- 3.15 On their part, teachers noted the unfavourable conditions of service as the main cause of their indifference. The heads of departments based at the schools, pointed out that what they got as allowance was pittance.
- 3.16 Respondents pointed out that automatic promotion did not encourage pupils to work hard. They said that it was common to find pupils who could not read or write their names after completing a four-year secondary course. They insisted that such pupils could have picked up if they had been given an opportunity to repeat some grades or forms.
- 3.17 In its external study visits, the Commission noted that the structures of several education systems have a nine-or ten-year basic education component which is general, uniform and compulsory. The majority of the countries visited have basic education that straddles primary/elementary and lower/junior secondary education. In those countries primary and secondary schools are built in close proximity to facilitate progression within basic education. In New Zealand and the Netherlands there are institutions that run the entire course of basic education. Australia is also moving towards comprehensive schools that run from year 1 to year 12.
- 3.18 In most of the countries visited, curricula are determined by central government. The Commission found out that curricula for the formative stage, which is basic education, was quite structured with little room for electives. That is meant to maintain standards and ensure uniformity. More options are made available in post basic education. Curriculum design options in place ensure that certain core subjects are done by all students. This ensures that essential areas like moral education, use of computers, functional literacy and numeracy are not marginalised.
- 3.19 Most education systems visited show less dependence on examinations. The systems depend on school-based continuous assessments. Student profiles are compiled for use by the

receiving institutions of higher learning to determine the type of course each student is to follow. In some cases, new pupils write tests for purposes of determining pre-course ability levels. Results of such tests help institutions to determine what areas to emphasize. Tests are also administered at designated levels to evaluate the effectiveness of the systems.

3.20 In most countries there is close liaison between secondary education and industry and commerce. The Commission found out that through the “dual system” in Germany, students divided their time between school learning and industrial attachments. In France, some students graduate from technical high schools to go and work as qualified artisans.

3.21 In the majority of countries visited there is legislation that makes education compulsory to the end of what most education systems term basic education. In most developed countries basic education is compulsory and free.

3.22 In Japan, for an example, the fundamental Law of Education in force was enacted in 1947. An article of that law rules on compulsory education thus, “*The people shall be obligated to have boys and girls under their protection receive nine year general education.*”

Another article on equal opportunity in education reads, “*The people shall all be given equal opportunities of receiving education according to their ability, and they shall not be subject to educational discrimination on account of race, creed, sex, social status, economic position or family origin.*” (Education in Japan 1994:9).

#### 4 COMMENTS

4.1 It is the Commission’s view that important lessons should be learnt from the fate of the pre-and post-independence initiatives to relate our secondary school curriculum to the world of work. Although policy makers were clear of their goals (especially after 1980) it does not appear that there was adequate consultation with, and conscientization of the critical stakeholders. When new

initiatives are being launched, policy makers should ensure that the major focus of the system be on the areas that are relevant to the majority of students. The vocational-technical pathway should not be seen to be competing with the traditional academic pathway but rather as a parallel alternative. The vocational-technical pathway should not have a dead end as was the case with F2. Those who excel in their areas of specialisation should be able to progress to degree studies.

- 4.2 The launching of the ill-fated F2 system was a sequel to the findings of the Judges Commission. In retrospect, it can be said that the Commission did a fine job in the prevailing socio-political climate. However, the policy makers of the day did not follow the letter and spirit of the recommendations out of political considerations. There is, therefore, a great need to set up a system that ensures that decisions in matters of education and training are based only on professional considerations.
- 4.3 At Independence, the necessity to review education was evident but no Commission of Inquiry was set up. Instead the policy makers resorted to the setting up of task forces as a strategy to improve education. However, the thinking of the populace should not have been taken for granted. Extensive public education and debate should have preceded the implementation of new initiatives.
- 4.4 It goes without saying that the Ministry of Education was the implementor of policy, and left to itself it did "business as usual" and missed out on the emphasis originally intended by the Commission. To avoid that, a body outside the Ministry should have been set up to monitor the implementation of adopted policies.
- 4.5 The Commission noted that the phenomenal expansion in education that took place at Independence enabled the majority of children to have access to primary and secondary education. A primary to secondary transition rate of 79% appears impressive. The country is faced with the challenge of providing secondary education to the remaining 21%. Deliberate steps need to be

taken to educate communities so that all children who complete primary education proceed to secondary education.

- 4.6 Among the reasons for poor transition from primary to secondary is the point that in some areas secondary schools are too far. This problem was said to be more acute in rural and farming areas. More recently, due to financial hardships, some students in urban and peri-urban areas are also experiencing problems of having to walk long distances to school. It is true that in all these situations girls and the disabled tend to suffer most. The mushrooming of the so-called "Bush-boarders" residing in the squalid make-shift squatter type accommodation should receive high priority and stopped immediately. The obvious solution is by ensuring that secondary schools are within reasonable distances of primary schools and where people live.
- 4.7 The organisation of education is partly to blame for the many drop-outs after primary education. Primary schools are built as separate units from secondary schools. In developed areas there does not appear to be a problem because primary and secondary schools are built in close proximity to each other. In remote areas, resettlement areas and commercial farm areas, schools are far apart. It would obviously improve the transition rate if primary schools in such areas were made to keep pupils for two more years in order to complete basic education.
- 4.7 It is the view of the Commission that such an arrangement would eliminate the incidence of "bush boarders" as primary schools that are distant from secondary schools would retain pupils for the entire basic education or even to the end of the eleventh year. It is the Commission's view that schools that are built now should be comprehensive enough to enable pupils to spend eleven years of schooling on one campus.
- 4.8 From the findings gathered by the Commission, it is clear that the relevance and usefulness of our current secondary education was the most major concern. The Commission found the evidence that the current education was both inappropriate and outdated. It is common knowledge backed by statistics that many students graduate at 'O' level with nothing but a sense of failure and

hopelessness when they fail to get passes in any subject. Many of those that do pass often get disillusioned also when they discover that neither commerce and industry nor tertiary educational institutions can absorb them. Staying at home or roaming the streets becomes their only occupation. The Commission believes that the solution to this problem lies in recreating an education system that is relevant and responsive to the needs of our country, its people and their aspirations. That education system must be such that the majority of students leave school having succeeded in realising their potential rather than disappointed and disillusioned.

¶4.10 The Commission agrees with the respondents' observation that our secondary education is too academic and examination driven. This has its roots in the colonial past where screening and exclusion were an integral part of education and the examination the tool for doing so. The Commission sees the urgent need for a paradigm shift from this academic examination driven secondary education system to a more utilitarian education that views each learner as having potential to develop and contribute positively in society. There is a need to shift to an education that emphasises experiential learning and the development of desirable traits and competencies. That could be achieved by focusing our system on vocational technical education that will evidently encompass the interest and aptitudes of the majority of our children and at the same time develop skills needed for our socio-economic development.

4.11 The Commission envisages a system that ensures students graduating from secondary school equipped with practical skills that they can use for self income generating projects or employment. In saying this, the Commission does not suggest that the role of secondary schools is to prepare school leavers for jobs. What is being advocated is the use of secondary school as time to identify and develop students' abilities and traits and to set them on the path for future learning, be it academic, technical or vocational through formal or non-formal means.

4.12 The Commission also noted with great concern the submission by Industry and Commerce on the general lack of work ethic among



employees who are obviously products of the secondary school system. These stakeholders were indirectly pointing to secondary school education as the primary vehicle for imparting ethics. We therefore believe as a Commission, such a role of secondary education can only be achieved by bringing into the school, something of the real world of work.

- 4.13 It is the Commission's view that ministries and other organisations that conduct training of personnel for services they provide should have direct inputs into the designing of the school curriculum. That involvement of ministries and other stakeholders would ensure that pupils are exposed to knowledge and information that pertains to the real world of work. The pupils who would opt for careers in those ministries and organisations would be aware of what they would be opting for.
- 4.14 Another observation that deserves attention is the submission that the type of education offered should relate to the immediate environment and to economic activities characterising the school and its immediate vicinities. The Commission agrees that in a sound relevant education system, it should be expected that pupils and students will acquire and develop greater skills and knowledge on economic activities of their immediate environment. Thus schools in, for example, mining, farming, forestry or industrial areas, should incorporate some aspects, both practical and theoretical, of those activities into their school curriculum. The Commission was in agreement with the respondents' view that the content of the education should lead directly to the improvement of living conditions and life styles not just in rural areas but in all areas.

### **Basic Education**

- 4.15 The Commission was in agreement with the observation that transition from primary to secondary education was not a smooth one. After studying a number of overseas models, it was felt that our system should have a nine year stretch of uniform and general education in line with the proposal in the Judges Report cited earlier on. During the nine years, a compulsory uniform curriculum would be introduced to all pupils, "*---- in order to*

*cultivate the habits, attitudes, interests and skills which would prepare them to be citizens and at the same time be of value whatever training or occupation is to follow”.*

- 4.16 In fact, the current system, which has a general education up to Form Two, is supposed to achieve that. However, that is not the case in actual practice on the ground. As already noted, there is lack of continuity from primary to secondary education. The ZJC curriculum is quite broad but what happens there at the moment is tantamount to specialisation at that early stage. It must be a uniform and general education designed to achieve centrally determined educational outcomes and competencies.
- 4.17 As already stated, the basic education component would be geared to achieve desired skills, attitudes and competencies through a well- planned compulsory uniform curriculum which is competencies based. It would include areas that are regarded as essential in the moulding of a whole person for the twenty-first century. Approaches and methodologies selected would facilitate the development of such a desirable personality.
- 4.18 It is envisaged that basic education would, among other things, develop in pupils the following skills under the learning areas and subjects outlined in (Chapter 12.) the chapter on curriculum
- Numeracy skills
  - Communication skills and literacy
  - Co-operative skills and tolerance
  - Self management skills
  - Information technology
  - Problem solving
  - Study skills

- Entrepreneurship skills
- Physical skills
- Social skills

It would be left to experts to work out the exact details of how the desired goals would be achieved.

- 4.13 It is anticipated that some aspects of such subjects as Social and Environmental Studies, and Cultural and Moral Education would also be dealt with under Shona and Ndebele. There should be found a way of coming up with learning areas that cut across traditional subject boundaries. Guidance and Counselling would be an integral part of our school system.
- 4.14 The Commission agrees with the respondents who pointed out that the major hindrance or stumbling block to our past initiatives to come up with a more relevant education is what has become our obsession with education that is examination driven. There is need to take bold steps to cause a paradigm shift in this regard. Our system should now depend more on continuous assessment and project work. Projects undertaken should address real issues of concern to society.

#### **Post Basic Education Pathways, Senior School I, Years 10 and 11**

- 4.21 Those who gave evidence to the Commission were very categorical in their advice: observe and develop students' aptitudes during the period of basic education then allow them to make informed choices thereafter, beyond basic education. The Commission is in total agreement with this view. It is the view of the Commission that at the beginning of the tenth year of schooling there should be electives (in addition to a compulsory core) that will lead to programmes that have varying emphases of vocational-technical and academic subjects. Curriculum design options will ensure that a desirable balance is maintained. A feature of the proposed model is that students may alter their emphasis along the way.

## **Assessment and Certification**

- 4.22 The first full national examination would be at the end of the eleventh year of schooling. Examinations would be conducted for both vocational – technical subjects and general education. The eleventh year of schooling would, in effect, be the school leaving age for the majority of students. There will be opportunities to proceed to higher studies in academic as well as vocational technical subjects.

## **Senior School II and Beyond**

- 4.23 Those who choose and qualify for the general path would pursue Senior School II studies before proceeding to universities and other institutions of higher learning. The vocational path would lead to National Certificate, then National Diploma. The model allows students to branch off at the end of the eleventh year to go and work as semi-skilled workers. Others may join other institutions for further training in their chosen trades.

All those who go into employment or self-employment may still further their training and/or academic education through the non-formal route. More details on what happens after secondary education are in the chapter on vocational and technical education.

## **Senior Schools to be Capacitated**

- 4.24 The Commission envisages a situation where all of our current high schools that run to four years of secondary education will be equipped to offer vocational-technical education at least up to National Certificate and some up to National Diploma level. It should be ensured that we have in place resources to support vocational-technical education in our secondary schools, infrastructure, equipment and teachers.

## **Teaching Staff**

- 4.25 The teaching staff establishment for each secondary school should be arrived at using two factors : the official total weekly load for a school and the average weekly load of a teacher. That approach

would ensure that schools are allocated adequate teaching staff to cover the entire curriculum. In the opinion of the Commission this approach is more realistic than the mere application of a pupil to teacher ratio.

The Commission wishes to recommend that school heads be additional to whatever staff establishment a school is entitled to. It is further recommended that the total teaching load for various sizes of schools be determined and agreed upon so that the number of teaching staff may be worked out on the basis of an average teaching load (e.g. 28 periods) for a teacher. This approach would necessitate determination of the minimum and maximum number of students per class.

### **No Dead Ends**

- 4.26 This proposed model has advantages over past initiatives. The technical route has no dead end unlike the F2 system. Any student, even the academically gifted may choose to follow the technical route, if they have the interest and aptitude. The majority of schools and therefore our students would focus on the skills and competencies of the vocational/technical route. Since the vocational-technical route would involve the majority of students the question of marginalisation of practical subjects will not arise.

Involvement of relevant stakeholders in curriculum design would ensure acceptance of the school products. What needs to be emphasised, however, is that schools have to be adequately resourced.

### **Attachments**

- 4.27 To make the model effective, there should be arrangements to attach students to Commerce and Industry and to engage them on tours so that they are knowledgeable about available jobs. It is that exposure that would enable students to respond meaningfully to advice they receive through guidance and counselling programmes.

## **5 CHALLENGES**

- 5.1 The nation is challenged to take measures that will ensure that all pupils who complete primary education get access to secondary education.
- 5.2 Another challenge is to cause a paradigm shift so that education is viewed as development of people rather than a process of categorising or sorting out people according to their intelligence.
- 5.3 The major challenge is for our education system to broaden the curriculum so as to encompass the various talents and interests of the children. The broad curriculum should also address itself to creating desirable attitudes and moral values in our youth.
- 5.4 Another challenge for our education system is to prepare our children for the Information Age. Such preparation can be done adequately if we start from the early stages of schooling.
- 5.5 Another major challenge before our system is to play a dual role of righting the wrongs of the past and at the same time moulding citizens of an unknown future. The Commission subscribes to the thinking that while we cannot predict with certainty what the future will be like, we can consciously work to shape the future through well planned educational programmes. With the rapid advancement in technology, educational technology for that matter, literacy now has a much broader scope than before. Our children, teachers and administrators should be computer literate.
- 5.6 An important challenge before the nation is one of funding. Educational reform should be fully funded if it is not to remain a mere declaration of intent. The Commission notes that past initiatives did not reach full fruition due to inadequate funding.

## **4 RECOMMENDATIONS**

- 6.1 That immediate steps be taken to ensure that in areas where there are no adequate secondary schools, ( remote, resettlement and commercial farm areas) primary schools be allowed to extend their provision to

encompass the entire basic education and eventually the entire senior secondary school sector.

- 6.1 That hot-seating be eliminated by providing adequate infrastructure at existing schools or by building additional schools.
- 6.2 That bold moves be made now to focus our education system on developing in our youth desirable attitudes and skills that will lead to the moral, social and economic development of our nation.
- 6.3 The ZJC examinations, in their present form be abolished.
- 6.4 It is recommended, that there be a genuine, paradigm shift from our education that is examination driven to one that emphasises experiential learning and development of desirable traits and competencies.
- 6.5 That all vocational-technical education be offered through curricula designed by stakeholders that include Commerce and Industry and relevant professional boards.
- 6.6 That students who follow the vocational-technical route be required to under-go a designated period of attachment in order to have hands-on experience.
- 6.7 That a school's teaching staff establishment be determined by dividing a teacher's average weekly teaching load into a school's total weekly periods. The average weekly load of a teacher should be subject to negotiation.

That the standard size of a secondary school class be stipulated by regulation following consultations.

## CHAPTER 16

### MATHEMATICS EDUCATION

#### INTRODUCTION

- 1.1 Term of reference 2.1.4 requires the Commission to:  
*“recommend strategies that ensure a bias towards the study of mathematics, ..... from early stages of education”.*

The Commission has taken this term as requiring it to suggest ways and means so that a greater number of pupils and students can be encouraged and motivated to study mathematics and not to shun courses and careers that require and employ mathematical skills and knowledge. There is overwhelming evidence that a greater number of pupils do not like mathematics and many adults give very negative accounts of their experiences of school mathematics.

- 1.2 The importance of mathematics and science in this technological age cannot be over emphasised. Our society, like others, is moving fast from industrialisation to becoming an information technological communication society. This necessarily implies new societal goals of which, mathematical literacy, according to the National Council of Teachers of Mathematics (NCTM) *Curriculum and Evaluation Standards for School Mathematics* features high on the list. Henry Pollak (1987), an industrial mathematician, summarised expectations for new employees as

- *the ability to set up problems with appropriate operations*
- *knowledge of a variety of techniques to approach and work on problems*
- *understanding of the underlying mathematical features of a problem.*
- *the ability to work with others on problems.*
- *the ability to see the applicability of mathematical ideas to common and complex problems*
- *preparation for open problem situations, since most real problems are not well formulated*
- *belief in the unity and value of mathematics*



The quotation emphasises the need for mathematics to reflect the experiences in the world of work.

- 1.3 Mathematics has generally been a core subject in school curricula world-wide and will remain so but, what will, however, continue to change is the type of mathematics taught. The rise of 'modern mathematics' movement in the 1960's that took place in the USA as a reaction to the release of the first Sputnik by the Soviet Union is an illustration of this change. These changes trickled into most parts of the world including ours, bringing with them new ideas and challenges to the teaching and learning of mathematics. However, in the African continent though modern mathematics was readily received, there was little, if any, contextual relevance compared to what was happening in Europe or the Western world (Wilson in Morris & Arora 1995).
- 1.4 Mathematics Education has, therefore, been beset with problems from the distant past. The very nature of mathematics itself, presents peculiar pedagogical challenges. Its hierarchical structure, for example, makes it impossible to master a concept of a higher order without mastery of the related lower order concept. Therefore, it is essential that those whose business and responsibility is to teach mathematics, should employ strategies and approaches that motivate and encourage learners to pursue mathematics. If this is not done, there are greater risks that fewer will willingly and successfully subject themselves to the pursuit of mathematical knowledge and skills, let alone be able to apply mathematics as a tool for personal growth and national development.
- 1.5 The factors that influence the study of mathematics in Zimbabwe, in addition to the foregoing are: the syllabuses, teaching materials, training of teachers, teaching methodologies, assessment procedures, medium of instruction and gender of pupils. These factors will be considered in greater detail in this discussion.

## **2 CURRENT SITUATION**

### **Syllabuses**

- 2.1 School mathematics comprises of four syllabuses. These are: the Primary, the Zimbabwe Junior Certificate (ZJC), the 'O' level and the 'A' level mathematics

syllabuses. The University of Cambridge Local Examinations Syndicate (UCLES) offers Additional Mathematics with 'O' level and further Mathematics with 'A' level for a few pupils who need additional challenge. In addition UCLES offers a Certificate in Basic Numeracy. A number of schools have been offering this syllabus whilst others have preferred Pitman mathematics courses for pupils who find 'O' level mathematics too demanding. Mathematics is a compulsory subject only from primary up to the end of ZJC. At pre-school there are essentially pre-number activities but cases of over zealous pre-school teachers introducing formal mathematics to their classes are common.

2.2 The mathematics syllabuses at both primary and secondary have their roots in the British system where they were originally designed and imported wholesale for implementation in Zimbabwe. Since independence progress has been made in localising the syllabuses and the examination system, from UCLES. The Primary, the ZJC and the 'O' level syllabuses are the responsibility of the Curriculum Development Unit (CDU) while the examinations are the responsibility of ZIMSEC. The current primary syllabus was launched in 1984. It is being revised under the Primary Mathematics Project. The Additional Mathematics syllabus and the 'A' level syllabuses are still controlled by UCLES.

2.3 The 'O' level mathematics syllabus has two versions, the Calculator version and the Non-Calculator version. Candidates following the Calculator version are allowed to use calculators in Paper II of the examination. However, the syllabus says nothing about the way the calculator should be used during the learning process.

### **Textbooks**

2.4 Schools are free to use any approved textbook from the many that are available on the market. There is a greater variety of textbooks at primary than at secondary level. Many schools have inadequate mathematics textbooks resulting in pupils' having to share. In some high schools, 'A' level mathematics students also share textbooks.

## Teacher Training

- 2.5 Primary and secondary mathematics teachers undergo different training programmes, though generally of the same three years duration. For primary school teacher training course, the entry requirement is five 'O' Levels including English. A pass in Mathematics is not a requirement, hence some of the teachers do not have passes at 'O' level in mathematics. Others will not have studied mathematics beyond the mandatory ZJC and will probably have failed it at that level and at Grade 7.
- 2.6 Primary training programmes generally consist of a main subject, for example, History, in which trainees get extra academic instruction and professional studies where they learn teaching methods and theories from different school subjects. The professional studies are a common course whilst the main subject is an option.
- 2.7 For secondary mathematics teacher training, five 'O' levels including mathematics are required. Owing to the high number of applicants with higher qualifications, passes at 'A' level are preferred in some colleges for secondary teacher training. Two colleges offer a two year post 'A' level course in Mathematics. The training programmes involve more in depth academic study of the main subject.
- 2.8 Most of the primary teacher trainers have secondary teaching experience and little or no experience in primary school teaching. In order to address this problem, CDU is currently writing, as part of the Primary Mathematics Project, a handbook specifically for mathematics teacher trainers, and another for teachers on the Didactics of Mathematics. Secondary teacher trainers generally possess high qualifications in their areas of specialisation over and above secondary teaching experience.
- 2.9 Women account for approximately only 26% of the national lecturing staff (Zimbabwe Basic Facts on Education 1997), therefore women lecturing in mathematics can only form a small percentage.

## **Teaching Methodologies**

- 2.10 Most of secondary mathematics teachers are young, 73,6% of teachers being under thirty one years of age, hence lack experience in both teaching and the application of mathematics to commerce and industry. Demonstrations, work from textbook, question and answer and lecture methods were the most common instructional methods used by teachers according to a study by Jaji (ZJER Volume 5 number 1 page 50). Primary teachers show mastery of a wide variety of pedagogical skills. However, though there is greater use of teaching and learning aids in primary classrooms compared to secondary, primary school teachers tend to employ a lot of time-wasting formal procedures that do not impact on pupils mathematical development. Such procedures include, copying tasks from textbooks or from the board, and drawing diagrams. At both primary and secondary levels the time allocated to mathematics seems adequate but there is concern as to whether the time is gainfully utilised.

## **Student Participation In Mathematics**

- 2.11 In order to encourage the study of mathematics, many schools have internal policies on choice of subjects at Form 3 and 4. In some schools, mathematics is regarded as compulsory right up to Form 4. Students are compelled to enter for the 'O' level examination. In others, students are required to study the subject but it is up to them to enter for the examination or not. However, what can be observed is that, the proportion of pupils opting out of mathematics is too high.

## **Girls and Mathematics**

- 2.12 Girls perform equally well if not better than boys at primary school level. Differences begin to show as they progress through secondary school level where girls' performance seems to relatively take a downward trend compared to that of boys. More girls than boys drop mathematics after ZJC. By the time they reach 'A' level and university, the number of girls studying mathematics will have greatly diminished.

## **Language and Mathematical Education**

- 2.13 According to the Education Act (1987), mathematics, like other subjects, should be taught in the mother tongue up to Grade 3. In practice, English is used for instruction right from Grade 1. Mathematics textbooks are written in English. Teaching is also conducted in English in both primary and secondary school levels. There is no deliberate effort to develop indigenous languages for use in mathematics. However, some teachers use mother tongue from time to time to explain difficult concepts.

### **Assessment and Examinations**

- 2.15 The primary course is examined through a single multiple choice examination paper written about half way through the third term of Grade 7. At ZJC, the examination consists of two papers, one multiple choice and the other structured and long questions. At 'O' level there are two papers of equal weighting and duration. Paper One has short structured questions whilst Paper Two has long questions with choice. At 'A' level there are two equally weighted papers. Weekly or monthly assessment tests as well as internal and end of term/year examinations are widely used but only as part of teaching. So, no matter how well a pupil may have done during the course, their passing or failing solely depends on their result in examination papers.
- 2.16 In terms of examination performance at primary school level, approximately 60% pass the Grade 7 mathematics examination every year with a grade 6 or better. Performance at ZJC tends to be very poor, and ironically, relatively better at 'O' level.

### **Initiatives at the University of Zimbabwe (UZ)**

- 2.17 In response to the current crisis, the Science Education In-service Teacher Training (SEITT) programme was initiated. The Mathematics Department launched the *Zimaths Magazine* for students and teachers in high schools, emphasising enjoyable, creative and human cultural problem solving features of mathematics.

## **3 FINDINGS**

- 3.1 The people's views on the mathematics curriculum were strongest on 'O' level where the high failure rate was seen as the biggest signal that

- 3.7 Turning to assessment, there was wide spread criticism of the multiple choice examination format at Grade 7. Assessment mechanisms, they argued, should be improved to evaluate some parts of the mathematics curriculum and should focus on the curriculum objectives.
- 3.8 There was also a call for teachers to use diagnostic testing throughout the teaching process. Respondents felt that aptitude tests should be used to help pupils identify their areas of strength enabling them to choose appropriate technical subjects. It was felt that greater attention should be given to assessing problem-solving skills. Both parents and teachers expressed concern that assessment by examination alone tended to be a form of punishment for some pupils.
- 3.9 Respondents advised that teachers should move away from teaching for examinations to teaching for understanding. The mathematics teacher was viewed as someone who should be well trained with a firm mathematics background and a personal interest in the subject. Primary school teachers asked for the introduction of specialist mathematics teachers at all levels from Grade 1 to 7 or alternatively at Grade 7 alone. Team teaching which is being practised in some schools was complemented.
- 3.10 With regard to teaching methodologies, respondents called for the use of calculators, starting from primary school. Emphasis was made on relating mathematics to pupils' daily life experiences and that use of computers should be encouraged. Disciplined rote-learning was said to be necessary. They called for the revival in schools of an atmosphere that encourages questioning, creative guessing, imaginative and intellectual exploration, dialogue and problem-solving. They noted that this could only be achieved by highly motivated and well remunerated teachers.
- 3.11 Respondents noted that ZJC mathematics results were poor. One of the reasons for poor performance at ZJC level was said to be that both pupils and teachers did not take ZJC seriously. Transition to Form 3 was automatic so the result a pupil got was of no consequence. Poor mathematics background from primary school level was also blamed.
- 3.12 Mathematics teachers were of the view that the current 'O' level syllabus was not meant for and could not be done by every pupil. Other factors

mathematics education was in crisis. People overwhelmingly spoke of the need to review the whole school curriculum, mathematics included. They argued that the concept of proof, characteristic of modern mathematics thinking and writing should be included in school curriculum content from as early as possible and substantially at 'O' and 'A' levels. The History of Mathematics and Ethnomathematics they felt, should be brought in to re-humanise the teaching of mathematics.

- 3.2 The design and reviews of curriculum as well as the writing of text books, it was said, should be done by experts with teachers acting as advisors. 'A' level syllabuses had been changed a number of times, for example, without consultation with university Mathematics Department at U.Z. As a result, a growing distance between school mathematics and what mathematicians believe to be real mathematics was reported.
- 3.3 The primary school mathematics syllabus, it was reported, needed to be designed in such a way that it adequately prepared pupils for Form One mathematics. It was argued that the present system, with its emphasis on examinations, allowed pupils to pass through the primary system into secondary system with little or no understanding of basic mathematical concepts. This created daunting problems for secondary school teachers who in the end were blamed.
- 3.4 There were representations on the vast gap between primary and secondary school mathematics. Concern was also expressed at the wasted time falling between Grade 7 examinations and commencement of Form One in the following year. This period was viewed as too long.
- 3.5 At 'O' level a call for three syllabuses to cater for different ability levels was made. The present syllabus was criticised as too academic, hence failing to meet the needs and interests of the majority of pupils. Some felt that the 'O' level syllabus was too long and as such needed to be shortened whilst others called for increased mathematics time allocation on school timetables.
- 3.6 It was felt that at all levels, there was need to demystify mathematics. Pupils should learn functional mathematics that served them in real life.

the causes of pupils' negative attitudes towards mathematics: the way mathematics was taught, poor foundation of concepts at primary level and influence of pass rates obtained by previous students.

- 3.19 Many studies revealed that pupils perceived mathematics as a difficult subject. Because of the way mathematics was taught, they often failed to see its applicability in real life situations. There were also many social, cultural and historical factors affecting the way mathematics was viewed in our society. Mathematics was regrettably, viewed by many as a foreign development, resulting in some of the rich mathematics found in the African culture being ignored.
- 3.20 Research studies in ethnomathematics by Gerdes and Bulafo (1994) and Gerdes (1995) showed a tremendous amount of mathematics in woven *Sipatsi* (handbags) made by Gitonga women in Inhambane province of Mozambique. Gerdes reported that these traditional and cultural mathematical works received little or no attention at all from the academic community, manifesting again at a higher level, the foreign view of mathematics mentioned earlier.
- 3.21 Another problem raised by CDU (1996), in their study "*The State of Primary Mathematics in Zimbabwe Primary Schools*" was that the primary syllabus prescribes **what** was to be taught but remained silent on **how** this was to be done. The problem with this was that in mathematics, it was possible to have children demonstrating an apparent mastery of a skill or concept only to discover through subsequent tasks that there was in fact no understanding.
- 3.22 The study emphasised that though the syllabus aims were given, the syllabus did not clarify the purpose behind much of the content and activities. The result was that teachers took some activities as an end and not as a means to an end, thereby failing to help pupils make the necessary connections with future knowledge.
- 3.23 School mathematics teaching was said to be still too traditional. There was minimal attention given to analysing and exploring creatively, different ways of constructing and solving tasks. Secondary teaching was mainly geared towards the 'O' Level examination – for students to get a 'C' or better in the examination. According to a CDU paper on *The State of Mathematics in Secondary Schools (1994)* nearly 60% of students each year graduated at 'O'



undermining the quality of mathematics teaching and learning included, large classes, heavy teaching loads, high teacher turn over and poor supervision by Education Officers.

- 3.13 Respondents also claimed there was little correlation between the grade achieved in mathematics at 'A' level and the class of mathematics degree awarded at university. This was seen as a product of the indiscriminate rote learning that passes for mathematics at primary and secondary levels but fails thereafter.
- 3.14 University lecturers spoke of detectable resentment among first year students when they were challenged to think for themselves and reason pro-actively to solve problems which were not clones of the previous ones.
- 3.15 Zimbabwe's national level of performance in the Zimbabwe Mathematics Olympiad (ZMO) was said to be deplorable and showed no sign of rising to the level required for participation in the International Mathematics Olympiad (IMO) where Zimbabwe, it was claimed, was far behind South Africa and other African countries. It was reported that maths clubs and activities of Regional Mathematics Associations which once functioned in the 1980s, had died after struggling for some years against a tide of apathy epitomised by disinterest in anything outside the dry curriculum and the passing of examinations.
- 3.16 The scarcity of quality teaching and learning aids was submitted and echoed at many levels. There was a sharp contrast between primary and secondary classrooms. In primary school, a corner shop, miscellaneous objects, manipulatives and all kinds of charts were common place, though the way these are used and their effectiveness varied.
- 3.17 On language of instruction, some teachers and pupils admitted turning back to mother tongue in order to grasp or explain certain mathematical concepts or ideas. Conflicting views about whether or not this was good practice in mathematics teaching, especially at secondary level, were expressed.
- 3.18 According to the CDU Evaluation Report on the 'O' Level Mathematics Syllabus(4008/4028) and the Quality of Mathematics Teaching in Zimbabwean Secondary Schools (1993), the following were cited as some of

experience not exceeding five years. Only 11% had experience exceeding eleven years.

- 3.26 There is a wide variety of mathematics textbooks at primary. However, in the survey of a sample of these textbooks, Dhliwayo et. al (1996) found that there were some serious short-comings common in textbooks. These included among others, inappropriate language demands, exclusion of indigenous languages, mathematical terms and ethnomathematical ideas and overloading pupils with too many concepts in one unit.
- 3.27 It was further noted that textbooks, especially in the primary school, were loaded with routine problems and tasks that almost certainly require solution by some predetermined and inferred specific method. Rarely is finding an alternative or various methods, strategies, let alone problem formulation are presented as tasks.
- 3.28 It was reported that at secondary school, few teachers bothered with teaching/learning aids. The chalk board was the most used. There appeared to be unjustified preference of commercially produced apparatus and equipment. In the *CDU Evaluation Study of the 'O' level Mathematics Syllabus and the Quality of Mathematics Teaching in Zimbabwean Secondary Schools (1993)* teachers were found to be very knowledgeable about the crucial role of Audio Visual Aids (AVA) in teaching, but not many used them. One of the most frequent reasons for this was said to be lack of time and resources to make AVA in the schools.
- 3.29 Visits to teacher training colleges revealed that there were numerous innovative teaching and learning aids designed and made by teacher trainees as part of their training. Once the teaching and learning aids had been assessed, they never seemed to get used or further developed. There was no systematic strategy to popularise the ideas or to make them accessible to other teachers throughout the country and abroad. Teachers good at producing AVA did so only for the first few years of teaching after which they resorted to simply teaching through chalk and talk.
- 3.30 There was evidence that at the early stages of schooling, for example, primary school, girls perform just as well, if not better than boys. In the results of the Primary Mathematics Diagnostic Tests administered by CDU (1996) to Grade

level without a pass in mathematics and approximately only 12% got a grade C or better. Thus, the 24% pass rate, ordinarily given as a percentage of the candidates, was actually misleading as it did not tell us about those who dropped out.

3.24 The CDU report "*A Study of the State of Mathematics Education in the Zimbabwe Primary School*" found that some student teachers had extreme mathematical deficiencies. This was illustrated by the results obtained by third year students teachers' in four tests on Time, Percentages, Decimal Numbers and Fractions, intended for Grade 6 and 7 pupils, shown below.

**Table 1**  
Number of student teachers who got 0 - 9 tasks correct on the tests. N = 63

	0	1	2	3	4	5	6	7	8	9	mean value
<b>Time : 8 tasks</b>	0	0	0	2	1	5	7	21	27	-	7.0
<b>Percent. : 8 tasks</b>	2	0	2	2	9	9	14	13	12	-	5.7
<b>Decim. N: 6 tasks</b>	0	1	4	12	10	17	19	-	-	-	4.5
<b>Fraction 2: 9 tasks</b>	1	1	4	1	4	7	8	19	10	8	6.3

The figures showed that

- on Fractions approximately 11% of the student teachers got 3 tasks or less correct out of 9 tasks
- on Decimal Numbers approximately 11% got 3 or less tasks correct out of 6 tasks
- on Percentages approximately 10% got 3 or less tasks correct out of 8 tasks
- on Time approximately 3% got only 3 tasks correct out of 8 tasks

The study raised concern about how much help pupils got from such teachers?

3.25 An increase in the supply of qualified teachers at secondary level was observed. MOESC (1996), statistics showed that approximately 89% of secondary teachers were trained. Nevertheless the CDU, in their 1993 *Evaluation Study of the 'O' level Mathematics Syllabus and the Quality of Mathematics Teaching in Zimbabwean Secondary Schools*, reported that approximately 71% of mathematics teachers at that time, had teaching

all pupils. This has resulted in high failure rate by candidates sitting the examination each year, and high student drop-out rate after ZJC. The Commission believes that a multiple syllabus system outlined in the proposed structure of education will result in appropriate syllabuses for all pupils. Proposals in the relevant chapter aim to bring about horizontal and vertical differentiation of the syllabuses.

- 4.3 The concern that the present 'A' Level syllabus does not sufficiently prepare pupils for university mathematics needs attention. One possible reason for this could be that the syllabus is still designed and developed in Britain whilst our university courses are developed within the country. The Commission would therefore like to see the localisation of the 'A' level syllabus.

### **Mathematics teaching and learning**

- 4.4 Mathematics teaching has some basic fundamentals that have always been taught and must continue to be taught at appropriate levels. Nevertheless, there are other aspects that seem to continue to receive prominent attention for traditional reasons despite their diminishing importance. Emphasis in school mathematics should be on problem solving, communication and mathematical reasoning skills. There is therefore need to study the mathematics curriculum and its implementation and recommend to teachers areas of mathematics that need decreased and increased attention at each level.
- 4.5 Mathematics teaching in our schools faces numerous problems. For SADC countries, according to Macfarlane et. al (1990) problems faced by mathematics and science education are essentially to do with
- lack of curricula and teaching materials specifically designed for African needs
  - a teaching force with inadequate skills to cope with the problems facing it and
  - a general shortage of resources

The Commission observes that the above is equally true for Zimbabwe. It believes that strengthening mathematics education, therefore, necessarily needs to have as its pivot curricula, teaching materials and proper teacher preparation.

2 to 7 classes in four Urban and four rural schools, girls invariably had a higher mean scores than boys. This pattern seemed to change unfavourably for the girls as they advanced into secondary education. Elizabeth Gwaunza and Tsitsi Nzira (1997) reported that teachers attributed girl's decline in school work performance to girls' sexual awareness which manifests at about the Form Two or Three levels. Contrasting views were expressed about single sex schools but there seemed to exist common agreement that girls-only schools tended to do well.

3.31 Relatively more girls than boys drop mathematics at the first opportune moment. In the study by Gwaunza and Nzira cited above, it was reported that in eight well-established high schools, only 25,5 % of those pupils studying mathematics at 'A' level were girls. It was also reported that girls who were good at mathematics often found their gender under threat, especially in co-educational schools. This phenomenon it was thought, emanated from the common anti-feminist notion that viewed mathematics as a man's subject, therefore anyone who was good at it was to be considered male.

3.32 Researchers have over the years established that gender differences in mathematics achievement and participation are a result of complex interactions among social and cultural factors, societal expectations, personal belief and confidence levels. They found that intervention to alter the impact of these interactions can be successful. (Pat Rodgers & Gabriele Kaiser 1995).

#### 4 COMMENTS

4.1 There is sufficient evidence that mathematics education at all levels is in dire need of change. Whereas there is agreement on the need for change, the question of what mathematics and how it should be taught has not received regular and sufficient attention thereby plunging the mathematics into the current state of unpopularity.

##### **Inappropriate syllabuses**

4.2 The Commission agrees that all school mathematics syllabuses need to be revised in response to changes taking place in mathematics and in the socio-economic, technological and cultural arenas. It also believes that the major problems of the 'O' level syllabus rests squarely on its inability to cater for

### **Other teaching and learning aids**

- 4.9 The level of dedication and effort primary school teachers put to provide learning aids for their pupils is highly commendable. Though some secondary mathematics requires sophisticated teaching/learning aids, the Commission is of the view that secondary school teachers could do more to produce their own aids using low cost materials. There is great opportunity for industry working together with teachers and the Audio Visual Services (AVS) and CDU to produce commercial teaching/learning aids and equipment designed with the Zimbabwean pupil in mind.

### **Participation of girls in mathematics**

- 4.10 Whilst the girls drop-out rate from mathematics has not been quantitatively ascertained, the Commission finds the number of girls studying mathematics at 'A' level exceptionally low. Therefore, attempts to motivate and increase girls participation should commence as early as possible, preferably at primary school when girls are still performing at the same level as boys.
- 4.11 The Mathematics and Science Camps for girls should be strengthened and spread to lower levels. It is our belief that these camps, though not the ultimate solution, should be institutionalised and decentralised so that they are run from regional level up to national level.
- 4.12 Mathematics teachers, both male and female, need to exercise a lot more gender sensitivity in order to influence girls positively into pursuing mathematics related careers. Such conscientisation should be an integral part of pre-service and in-service training.

### **Language and Mathematics Education**

- 4.13 The complex relationship between language and mathematical education has been subject of much discussion and debate. According to Kervin Durkin (1991), mathematics education begins and proceeds in language, advances and stumbles because of language, and that its outcomes are often assessed in language. This view offers support to the Commission's position on the

- 4.6 Mathematics should be taught experimentally like Science. The mathematics classroom, though it is not the only place for learning, should be a kind of mathematics laboratory that is an inspiring and stimulating place for all pupils.

### **Textbooks**

- 4.7 Textbooks have a very crucial role in mathematics teaching and learning. Some of our pupils and students have failed to appreciate mathematics as a result of the way it was presented to them in some textbooks. Most of these textbooks are what Wilson (in Morris & Arora 1995) describe as high-level adaptations of other texts written from a Euro-centric perspective. This means that though they go beyond mere change of names, currencies and other units of measures, they fall short of presenting mathematics from an Afro-centric perspective. Though textbook *writing from scratch* is a very demanding strategy as demonstrated by the 1960s African initiative, Entebbe Mathematics, it is the Commission's belief and conviction that there is need to promote teaching of mathematics from a truly African cultural perspective. This necessarily requires textbooks and other materials that identify and promote mathematics as equally African. Therefore, unless our schools and tertiary institutions are furnished with such materials, our future generations will continue to fall victim of the perception of mathematics as a Western enterprise. In this endeavour, the Commission accepts and endorses the submission that textbook writing should be done by experts with consultation at all levels.
- 4.8 Putting aside the question of quality, the shortage and, in some cases unavailability of the textbooks remains one of the strongest factors undermining the effective teaching of mathematics in our schools. The evidence given shows that in most schools the few textbooks available either remain in the custody of the teacher except during lesson time. Thus homework, which is commonly taken from the textbook, becomes difficult for some pupils to do. Our view on textbooks is that a 1-1 book/pupil ratio, especially in mathematics, is essential and should be the goal. Furthermore, rather than schools sticking to one textbook as is the case in most schools, provision should be made for schools to have several supplementary text - books and resource books for teachers both at primary and secondary school level.

importance of language in mathematics hence the substantial attention we believe it should receive.

4.14 For the average Zimbabwean child, the use of the English language in mathematics education is far more complex than our education system has cared to admit. Many pupils have problems with English. If mathematics is so inextricately related to language, in this case English, there can be no doubt that many pupils' mathematical development is being retarded on account of language and not lack of mathematical ability.

4.15 The Commission, therefore, wants to distinguish two kinds of problems evident in Zimbabwean mathematics education. The first is the premature application of English. This takes place informally in the home environment before the child commences schooling and deliberately during the pre-school years. The second is an over dependence on English as the medium of instruction, neglecting use of mother tongue which the pupils will have mastered. This burdens pupils who have to go through a process of inner translation into the better known language before the message is received (Wilson in Morris & Arora 1995). The Commission sees the preference for and heavy dependence on English as a medium for learning characterising Zimbabwean education, as a form of colonial hangover. Indigenous languages, especially mother tongue should be used in mathematics education at both school and tertiary levels. It must, however, be understood that this can only be an evolutionary process.

### **Inadequate Assessment And Examination Mechanisms**

4.16 The Commission agrees that our education system has been examination driven. This has meant that any activity that is not examination related suffers. Not all that is learnt and of value can be examined or tested. That is why examinations should not drive the curriculum. There is, therefore, need for a paradigm shift throughout the whole system of education.

4.17 The use of multiple choice objective testing in mathematics at Grade 7, though condemned by many, still has points in its favour. Properly developed objective tests are proven to be effective and reliable. Hence the system need not be thrown out altogether. However, the Commission concedes that this type of testing fails to provide opportunity for pupils to demonstrate other levels of understanding. A system of assessment which



pays due respect to process is therefore needed. Continuous assessment, project work and investigations, are some processes that the Commission feels could be adopted at various levels.

- 4.18 Though monthly and mid-term assessments by teachers, as well as end of term tests are currently being used for assessment, there is need for elaborate national evaluation standards based on curriculum standards rather than the examination. The National Council for Teachers of Mathematics NCTM's '*Curriculum and Evaluation Standards for School Mathematics*' in the USA are a good example. Such evaluation standards, the Commission feels, will assist both teachers and textbook authors in constructing and writing more reliable and appropriate learning and assessment instruments.
- 4.19 In the primary school syllabus, reference is made to the use of carefully constructed tests, the purpose of which are to ensure that pupils' incompetencies are identified and dealt with in the transition process from one grade to another. No reference to such a practice exists in secondary school syllabuses. At both primary and secondary levels, there has been a lack of diagnostic testing as part of teaching. Hence pupils/students' real conceptual problems and misunderstandings can go undetected. The pupils will just move on from one form or grade to the next. The Mathematics National Diagnostic Tests developed by CDU are a welcome development that should fill this gap. A similar programme for secondary school mathematics should be considered.
- 4.20 With regards to the submission that the time between Grade 7 examinations and the beginning of Form One was too long and being wasted, the Commission believes that mathematics tends to suffer most since mastery of its skills heavily depended upon regular practice. However, as this matter affects all subjects, greater consideration of it is given elsewhere in this report.

#### **Specialist Mathematics Teachers at Primary**

- 4.21 The call for specialist teachers at primary is not new. In its report of *A Study of The State of Primary Mathematics in Zimbabwean Primary Schools*, the CDU made a similar recommendation. Our view is that this call is mainly a response to the poor quality of primary mathematics teaching that has characterised primary education for some years. Three measures to address

the problem ought to be considered. The first is to raise the academic qualification requirement for teacher trainees to include mathematics to at least 'O' level or equivalent. The second is to redesign teacher training programmes so that essential elements of mathematics are given adequate attention. The third involves extensive in-service training to upgrade those already in the field. The Commission believes that such steps are both attainable and financially viable for the nation.

### **Electronic Calculators in Mathematics Classrooms**

4.22 The electronic calculator has been around for some time. Mathematics teachers and parents however, have been sceptical about its use in the classroom for fear that pupils' mental arithmetic skills may be eroded. This danger is real, but an even greater danger arises from mathematics not training pupils to use the calculator as a tool. Such a state of affairs only lends the calculator to misuse and abuse at all levels. The Commission's view is that pupils should use the calculator in mathematics from an early age. The calculator should be used in such a way that it enhances rather than impairs pupils' mental numerical skills. There is no better place for teaching correct use of the calculator other than in the mathematics classroom.

## **5 STRATEGIES FOR BIAS TOWARDS THE LEARNING OF MATHEMATICS**

- 5.1 There are no simple solutions to the problems of mathematics education. However, in order to achieve a bias towards the study of mathematics at all levels, motivation and enthusiasm must be strongest at the lower levels, namely from primary through secondary. Once a stronger base has been established, it should be easier to woo tertiary students into mathematics and science. The Commission therefore recommends the following strategies
- 5.2 To raise the quality of the teacher recruitment and selection, principals should ensure that
- those recruited into teacher training colleges for training as primary teachers should have passed mathematics at 'O' Level or equivalent.
  - trainees should have a proven record of personal interest in mathematics

### 5.3 Essential Elements of the Mathematics Teacher Training

The teacher-training programme should among other things aim to

- develop the student teacher's understanding of mathematical concepts, the psychology of learning mathematics and skills to a degree that she/he can help others develop and acquire the same
- deepen their interest in mathematics
- enable students to gain a deeper understanding and appreciation of the applicability of mathematics
- develop skills of motivating pupils to enjoy learning and doing mathematics for both recreational and functional purposes
- help students see and appreciate the beauty of mathematics

To this end, all teacher training mathematics curricula should be revised to incorporate in a carefully planned and co-ordinated manner, ways and means of achieving the above.

### 5.4 In-service teacher training

- Teachers who do not possess the necessary basic qualifications for teaching mathematics should be assisted to acquire them.
- All mathematics teachers should undergo mandatory in-service training from time to time, preferably not less than once every two years. The purpose of this training will be to update teachers on new knowledge and trends in the teaching and learning of mathematics. This will help ensure that long teaching experience is not, in fact, long repetition of the same erroneous teaching
- In-service training should be designed and offered as means to enhance the teacher's competency in teaching

### **National Mathematics Teacher's Association**

- 5.5 A National Mathematics Teachers' Association is needed to spearhead the development of mathematics education in the country. Such an association should be able to establish links and mechanisms for sharing information and experiences with other similar associations at sub-regional, regional and

international levels. There already exists grassroots organs such as the schools cluster system and subject panels on which such an association can build.

### **The Mathematics Classroom**

- 5.6 It is imperative that mathematics classrooms, wherever possible, should be specialist rooms configured to provide a natural environment in which pupils can easily see, conceptualise and construct mathematical concepts and ideas. Relevant mathematics charts and mathematical information produced by the teacher and the pupils themselves should be displayed and regularly updated to liven up the learning environment.
- 5.7 Presenting mathematics in a simplified manner as an interesting subject is one of the challenges of the mathematics teacher. Making pupils and students actually enjoy the learning process presents an even greater challenge for the teacher. Teachers need to be fully conscious of the role of objects like counters, for example, as means of developing modes of thinking, rather than simply solving individual tasks. Teaching and learning aids should not be used as a matter of ritual but only as and when most appropriate.

### **Production of Teaching and Learning Aids**

- 5.8 Every mathematics classroom should be equipped with an appropriate comprehensive Mathematics Kit which consists of essential basic equipment, items and objects such as scissors, cube, sphere, cuboid, pyramid, pin boards. A study should be conducted specifically to determine the exact contents of these kits for the different levels.

Zimbabwean publishers and industry should team up with teachers and lecturers to produce innovative and relevant learning materials.

### **Language of Instruction**

- 5.9 The use of mother tongue as a medium of instruction and for the learning of mathematics has far greater implications than is currently demonstrated in the present curriculum and classroom practice. The use of mother tongue in mathematics classrooms and textbooks must become part of our mathematics education at all levels. Undeniably, the price to achieve this will be high and

the pace slow, but once accepted and implemented the gains will far outweigh the losses.

### **Electronic Calculators**

- 5.10 Applied correctly, the electronic calculator, no matter how basic, has been proved to be a great source of mathematical power for enhancing pupils numeracy and problem solving skills. The Commission has noted that the reason why investigational work, especially that involving calculations is not popular with teachers and pupils is because of fear of the burdensome calculations that need to be done. If these were to be done without using a calculator, the pen and paper calculations would consume more time and require greater attention than the actual problem at hand. This fact has long been realised in many developed countries where the calculator is now considered an essential and basic tool for learning mathematics. The use of four figure tables should be phased out and superseded by the use of calculators, in much the same way as the slide rule gave way to new technology.

### **Increasing Participation of Girls**

- 5.11 Opportunities for girls to learn mathematics on their own should be increased. These could be in the form of special programmes such as girls' camps and seminars or girls mathematics club. Girls should be given special encouragement and incentives to participate in competitions such as the Zimbabwe Mathematics Olympiad and the International Mathematics Olympiad. The development of instructional materials language and the media which illustrate and promote girls doing mathematics should be strengthened.

### **Relevant Mathematics Syllabuses**

#### **Pre-school**

- 5.12 Pre-schools should focus on pre-number activities. The curriculum developed by CDU for this level offers good guidance to what should be done. This material should be revised periodically and made available to all ECEC centres and primary schools.

### **Primary School**

- 5.13 The CDU attempted a comprehensive and thorough review of primary mathematics with the help of local experts and a Swedish consultant. Such revision should produce a modern document that reflects new societal goals of an Information Age rather than the outgoing Industrial Age. The Commission is worried about the outcome of this revision exercise as the restructuring of the CDU has seen the reduction of the Mathematics Team establishment from four to just one Officer.
- 5.14 As a rule, revision of syllabuses should be more regular, on-going and always responsive to change. In this process mathematics syllabuses should move towards placing greater emphasis on problem solving, mathematical reasoning and communication.

### **Secondary School**

- 5.15 Under the current system ZJC has a compulsory common mathematics syllabus. Nevertheless, it has not served the purposes of a common core syllabus as it was not designed for the different ability groups who enter secondary school to lay a foundation for 'O' Level mathematics. This is evidenced by the poor mathematics results in the ZJC examination. At Form 3 and 4 many students do not benefit much in mathematics because of lack of suitable syllabus options. Students should study the mathematics that is relevant to their chosen vocational career path. What is therefore proposed is a new common core mathematics curriculum intended to develop a sound basis, understanding and appreciation of mathematics by all pupils with a menu of options suitable for application to other subjects.

### **Mathematics for Academic, Vocational and Technical Careers**

- 5.16 After the proposed basic education, there ought to be a clear distinction between mathematics curricula for those who are capable and interested in a mathematics or mathematics dependent academic career and that of those whose future studies will have minimum mathematical demands. Students who take up such a syllabus should be those who intend to study mathematics and other science subjects with the intention to major in these at college or university level.

- 5.17 Since most vocational and technical subjects have some mathematical requirements, the Commission believes that all pupils should continue to study mathematics beyond basic education. The type of mathematics and the depth of study should depend on the requirements of their area of specialisation. Specific modular syllabuses would probably be best and should provide for re-routing to the academic route and vice-versa.

### **Examinations and Assessment Issues**

- 5.18 Assessment strategies need to be diversified at all levels. The use of multiple choice tests must be complemented by structured and problem solving tasks which give pupils opportunity to express their thought process, level of understanding and skills in a variety of ways.
- 5.19 The primary mathematics National Diagnostic Testing Programme (NDTP) being currently developed by CDU at the time of writing this report is a welcome development that will need to be carefully implemented. For the programme to be effective, the education system must provide a thorough in-service training programme for teachers on the application of the tests. There is also need for continuous test development to ensure that pupils do not become over familiar with the few tests that have already been produced.
- 5.20 The abolition of the Grade 7 and ZJC examinations in their present form has already been called for elsewhere in this report. As far as mathematics is concerned, the Commission believes that the time being spent on preparation for and the actual administering of the examinations should be devoted to school based continuous assessment programmes and diagnostic testing and teaching.

### **Developing a Culture Conducive to Learning Mathematics**

Mathematics may be culture free, but the learning of it is certainly not. The Commission therefore is of the opinion that attitudes, roles, and relationships influence the effectiveness of what goes on in the classroom.. The basic responsibility of the mathematics teacher is to create a classroom culture conducive to learning mathematics. This, by the very nature of mathematics, does not come as naturally as may be possible in other subjects.

## 6. RECOMMENDATIONS

- 6.1 The current revision of the primary school mathematics syllabus should be accelerated so that a new syllabus is ready soon.
- 6.2 Primary school teacher trainees should pass 'O' level mathematics or equivalent before they train.
- 6.3 The present 'O' level Mathematics syllabus should be revised to come up with three separate syllabuses as follows
  - an academic syllabus designed to prepare candidates for further studies in mathematics at advanced levels or to undertake specialist courses/employment heavily dependent on a strong mathematical background
  - an alternative syllabus designed to equip pupils with a sufficient mastery of mathematics to meet the average requirements of a technical career path
  - another alternative syllabus which places a heavy emphasis on commercial and everyday mathematics needed by every citizen in the 21<sup>st</sup> century
- 6.4 The 'A' Level Mathematics syllabus should be localised and in the process be modelled to meet the new Zimbabwean tertiary education structure and curriculum.
- 6.5 Mathematics teachers should as much as possible use the mother tongue especially in the early years of schooling. Indigenous mathematical terms should be developed for use throughout the school system.
- 6.6 In order to raise the quality and relevance of textbooks in schools, mechanisms must be put in place to encourage the writing of original textbooks that reflect mathematics from the Zimbabwean perspective. A more thorough and reliable textbook evaluation framework should be put in place.
- 6.7 Mathematics should be taught experimentally in much the same way as Science. That is, as a subject having both theoretical and practical components. It should, therefore, be taught in a specialist room wherever



possible. Well researched lists of teaching and learning resources should be drawn up for basic and post basic levels. Every mathematics classroom should be equipped with prescribed teaching and learning materials. The CDU and AVS should be adequately capacitated in all respects, especially financially to play their roles.

- 6.8 The multiple-choice method of assessment at Grade 7 level should be complemented by other forms of assessment. Greater use of diagnostic testing and continuous assessment should be made at all levels.
- 6.9 The Ministry of Education should facilitate the formation of a National Mathematics Teachers' Association with representation right down to grassroots level. This organ among other functions, should facilitate a more reliable mechanism for regular and formal exchange of ideas between teachers, curriculum planners and teacher trainers and mathematics experts.
- 6.10 Mathematics, science and technology should be strengthened by exposing pupils/students to situations in commerce and industry where they can observe and participate in their applicability.
- 6.11 The use of the calculator as a tool for mathematics learning must be incorporated into the mathematics curriculum starting from early basic education.
- 6.12 The primary mathematics material that CDU has produced under the Primary Mathematics Project should be implemented and supported by in-service training programmes at all levels.
- 6.13 Mathematics and Science Camps for Girls should be institutionalised and budgeted for by the Ministry. The camps should also be extended to capable boys from disadvantaged families or communities.
- 6.14 A concerted effort should be made to put stimulating learning mathematics materials and qualified teachers in disadvantaged areas.

## CHAPTER 17

### CITIZENSHIP EDUCATION

#### INTRODUCTION

- 1.1 Citizenship is the set of relationships that prevail between an individual and state or nation. It is part of his/her existence in a democratic state which includes rights, responsibilities and duties. In a democracy, a citizen's rights, duties and responsibilities encompass the right to be heard, to participate in governance, to have guarantee of fair treatment and protection, and to enjoy the basic freedoms.
- 1.2 These rights, duties and responsibilities should be part of a person with genuine and acceptable *unhu/ubuntu* and therefore should be taught through education. They are transmitted through formal and non-formal education processes. While it is important that all parts of the curriculum contribute to the development of the citizen, it is considered that there should be a specific part of the curriculum entitled Citizenship Education. During the colonial era and shortly after the attainment of Independence the Zimbabwe system of education provided very little of this essential aspect of education. On account of this deficiency the Commission was instructed to inquire into and report upon *the fundamental changes to the current curriculum at all levels (TOR 1.3) so that education becomes a useful tool for character and citizenship development.*
- 1.3 Vandalism, violence and indiscipline in our schools and society are a result of lack of values, relevant ethics, morals, individual and collective responsibilities for protecting property and valuing human life. This is reflective of that *Unhu/ubuntu* is currently lacking in society and the formal education process.
- 1.4 The chapter describes the current situation on citizenship education, the rationale for the provision of citizenship education in the national curriculum, the findings of the Commission on the subject, and the suggested scope of the subject for the schools. It examines the findings in the light of challenges of the Twenty First Century, and then provides recommendations for improving the situation.

## 2. CURRENT SITUATION

- 2.1 Currently the school curriculum does not offer Citizenship Education as a separate discipline. What is offered are a few topics in the primary school Social Studies syllabus, such as Rules and Laws, Wealth and Money, given under a broad theme of Living Together.
- 2.2 In the Secondary School Curriculum, a few topics appear in History, Geography and Education for Living syllabi, which is non-compulsory and taught as an extra curricular programme. However, in all these contexts real Citizenship Education is marginalised and, to a large extent, never taught.
- 2.3 Of late, Human Rights, Gender Equity, Population Education, Environmental Science Education and a sprinkling of others have been introduced in collaboration with various organisations. The Ministry of Education, Sport and Culture has embarked on a Human Rights programme for schools.
- 2.4 The introduction of the Students' Parliament by the present Government is one positive step which would be more effective if all students at all levels first received the necessary basic knowledge from school and participated at local school levels, practising what they learn.

## 3. FINDINGS

- 3.1 During public and private hearings conducted throughout the country people expressed concern about the absence of Citizenship Education in the school and tertiary education curricula. They called for the education system to develop a spirit of national consciousness and patriotism through teaching the youth about themselves, their country and its governmental system and functions.
- 3.2 They called for the schools to develop a whole and well-rounded person with *unhu/ubuntu*, youths who are loyal, responsible, productive and respectful of the law and institutions of their nation. The majority believe that Citizenship Education would develop patriotism, obedience to legitimate authority, and respect for other citizens' views on various social, economic, and political issues.

- 3.3 People argued that education for citizenship, that is, civic education for responsible citizens, is not an option but a necessity. Through it our youth should develop responsible ways of thinking, believing and acting, as well as positive participation in the affairs of their nation. Due to lack of citizenship education the products of our education system demonstrate little grasp of the duties and responsibilities that accompany citizenship, nor do they understand the opportunities which citizenship offers to them.
- 3.4 Information submitted to the Commission underlines the fact that Citizenship Education trains children to appreciate the roles, functions, and responsibilities of members of parliament, ministers of government, governmental institutions, civil servants, local authorities and communities. Currently children leave primary and secondary school with scanty and incorrect knowledge of their history, heritage, moral and ethical values of *unhu/ubuntu*.
- 3.5 Findings also call for the provision of Citizenship Education to the adults of Zimbabwe through well-organised mass media education programmes on a daily basis because they play a crucial role in developing attitudes and morals. Respondents said that Zimbabwe should not adopt foreign perspectives of human rights ideology wholesale. It was stated that activists should not have free access to schools.
- 3.6 In summary, people view Citizenship Education as enabling learners to develop responsible ways of deciding, believing and acting in the process of promoting civic advancement of the nation and determining their own role as informed and responsible citizens.

### **Scope of Citizenship Education**

- 3.7 Oral and written findings put to the Commission suggest that a national Citizenship/Civic Education curriculum should span right across the entire education sector from primary-school to high school, and should continue into further education. It should also be carefully graded to suit each level of formal education. Findings suggest several topics and themes that may constitute the scope of Citizenship Education. A summary of broad areas is given below

powers of society but the youth of our country themselves. As findings indicate, Zimbabweans think that our education system does not enlighten our children enough of their civic rights, obligations and responsibilities and therefore we must educate them. Citizenship Education is the most ideal strategy.

## **5 CHALLENGES**

- 5.1 In the fast-changing and interdependent global village of the Third Millennium, Zimbabwe cannot watch its youth tossed about by all the winds of change. We should be progressively selective of foreign influences that we need. We should use mass media for our own good: to promote a favourable national image, develop positive values and deliver citizenship education.
- 5.2 There is a very serious and imminent danger of producing a disenchanted generation who are not loyal to our own nation but who favour foreign influences. The need for national identity, image and patriotism is greater now than ever before. Without being xenophobic we need to encourage national pride and self-confidence in our people

## **6 RECOMMENDATIONS**

Whereas the current scope and status of Citizenship Education in our curriculum is near-absent, and whereas the Zimbabweans call for defined citizenship transmission through our education system, it is herein recommended that:

- 6.1 Citizenship (Civic) Education be compulsorily taught in the entire school curriculum, as a matter of urgency.
- 6.2 Citizenship Education be part of a non-formal education provided through carefully planned and organised radio and television programmes presented from a non-partisan perspective.
- 6.3 All teachers receive staff development on Citizenship Education as a matter of urgency.
- 6.4 Citizenship Education should be compulsory in all teacher training programmes and teaching strategies thereof should include

participatory methods, direct transmission of knowledge, inquiry, and research skills by learners.

6.5 Internalisation of civics be fostered through student participation in appropriate civic activities at school, community, national and international level.

## CHAPTER 18

### CULTURE, ARTS AND SPORTS

#### INTRODUCTION

- 1.1 The Commission was instructed to examine issues related to cultural education and institutions and make appropriate recommendations (TOR 2.1.7). The Commission was also instructed to examine and make recommendations on the role of cultural education in the ethical and moral formation of Zimbabwe's youth (TOR 2.1.9).
- 1.2 Further the Commission was instructed to inquire into and recommend strategies that ensure that physical education and sport are offered in all educational institutions and that the subjects are vocationalised and broaden the base for employment creation (TOR 2.1.5).
- 1.3 In this regard, the Commission also examined and made recommendations on the role of visual and performing arts with a view to equip students with marketable and entrepreneurial skills in these disciplines. This will make the students employable and capable of setting up their own art and craft enterprises.
- 1.4 This chapter, which falls into three sections namely; Visual and Performing Arts, Culture, Physical Education and Sports, takes cognisance of the fact that the inherited system of education is too academic, examination-driven and lacks practical orientation. It is written in the belief that the youth need firm discipline, positive values, strong ethics, morals and collectivism which constitute *unhu/ubuntu*. It also seeks to broaden the base for employment creation.
- 1.5 It examines the current situation in each case, presents findings, comments on the findings and finally makes recommendations.
- 1.6 Zimbabwean traditional and envisaged education philosophy is concerned with the development of the whole person. Some of the

essential values of this philosophy are perhaps reflected in the visual and performing arts and culture.

- 1.7 Culture can be defined as the sum total of a way of life a society can offer in terms of material implements and possessions; in terms of intellectual and education level of development; in terms of standard of living and ways of life; in terms of values and value systems; and in terms of social relations between members of that society, in terms of arts and crafts and in terms of religion.
- 1.8 A people without a culture is a people without identity. A people's culture gives them the reason to live as it guides them to make correct and beneficial choices in life.
- 1.9 Culture is of crucial importance in the development of a nation, integrating as it does economic development with philosophical values, social relations and way of life. Zimbabwe's development must therefore be looked at holistically.
- 1.10 Culture must be seen as integral to development, and since development cannot take place without the full support and participation of the people, it is essential that all Zimbabweans participate actively in the creation and promotion of a culture that is responsive to their needs and aspirations.

In our country, colonisation brought with it cultural conflict between the two cultures of Africa and Europe.

- 1.11 It is important to protect and nurture Zimbabwean indigenous culture which lays claim to the cultural identity and authenticity of our nation.
- 1.12 Because culture necessarily permeates every aspect of human activity and involves every person, it is essential to formulate cultural policies that are based on a partnership between government and various cultural organisations.
- 1.13 Art helps us to see better and to understand more deeply. Artists are important because they are always looking for new ways of interpreting reality. Their work helps the rest of society to see and



understand more fully. Good artists see well, explain, describe and express well what they see.

- 1.14 The arts, science, history, geography – all of these help us to understand life in different ways. The arts – particularly the visual arts, are largely ignored in the current school curriculum.

## 2 CURRENT SITUATION

### Culture

The current situation is embodied in the broad objectives of the national cultural policy of Zimbabwe which are to

- 2.1 promote Zimbabwe culture in multi-cultural society and take into account the different ethnic, linguistic and religious groups.
- 2.2 ensure that all political and economic development programmes take into account the culture of the people
- 2.3 encourage an environment that allows the growth of traditional cultural technologies as part of development of contemporary science and technology
- 2.4 make provision for the development of research and propagate Zimbabwe's history, cultural institutions and traditions as a heritage to protect, project and transform for posterity
- 2.5 promote environmental care and improvement as a way to enhance the quality of life through policies and actions aimed at a more efficient management of national resources
- 2.6 promote the evolution of a dynamic national culture that reflects the historic realities and experiences of Zimbabwe's past, the changes that have taken place, the present and future directions
- 2.7 promote those social and moral values that Zimbabwe stands for, patriotism, freedom, independence, democracy, self-reliance and the respect for human dignity

- 2.8 provide for effective suitable cultural administrative structures and strengthen the administrative structure of the Culture Division and departments responsible for culture in various ministries
- 2.9 stimulate the growth of all development professions such as architecture, town planning, civil engineering and others in order to enhance traditional values in the living environment in Zimbabwe
- 2.10 provide for the development of traditional medicine and its enhancement of contemporary medicine
- 2.11 Promote cultural expression of different ethnic, linguistic and religious groups in Zimbabwe
- 2.12 support and develop Zimbabwean individuals and groups working in culture by providing support and promotional systems, particularly of training and fellowships
- 2.13 raise the level of professionalism in the arts
- 2.14 promote Africanism by developing knowledge and experience of the culture of other African countries in particular those of SADC and PTA, now COMESA, countries through cultural exchanges, exhibitions and festivals
- 2.15 promote and reflect Zimbabwean culture internationally with artistic integrity
- 2.16 promote the African Languages in order to make them effective tools in the country's socio-economic development

### **Visual Arts**

- 2.17 The present art education in Zimbabwean schools is limited to fine art and music. It excludes the most dynamic visual and performing arts education which is vital for equipping children with skills for effective and viable engagement and participation in cultural industries. The present art education has also been characterised by an elitist art orientation that has attempted to separate fine art from crafts, contrary to the contemporary approach of regarding both

aspects as the visual arts. The present fine art education does not recognise the enormous indigenous creative arts heritage that has been handed over from one generation to the other and whose techniques and special skills are found among the elderly people in the community.

- 2.18 Most indigenous creative arts were relegated to crafts, whose utility value was under-estimated and even used to brand that intellectual activity as unacademic. It was considered as something that has no aesthetic value that can be formalised or standardised for the purpose of theoretical examination. Therefore, most of indigenous visual arts forms were excluded from the eurocentric concept of fine art. Fine art that finds no immediate relevance and applicability among the indigenous majority people was introduced at secondary school. At that level when the children are thought to have acquired appropriate language skills and competence to appreciate and articulate theories of fine art. At the primary school level the major thrust was on craft as simple utility product creativity.
- 2.19 With its fine art orientation the current education system does not prepare Zimbabwean children for vocations, professions or viable occupations in the rich visual arts industry that has become a major feature of the tourism industry. There is an attempt to channel all those who take art education to industrial art specialisation (industrial designs, advertising, graphics) which is not only limited but is predominantly available in the formal industrial sector
- 2.20 Most students do not become fine artists. However, many use artistic skills to earn a living, yet this is something that has been ignored in Zimbabwean education. Crafts are seen as an occupation which does not need education and training. This is why the level of creativity, inventiveness and development in Zimbabwean crafts remains so abysmal.
- 2.21 At present there is very little tertiary art education in Zimbabwe. There are courses offered at diploma level in Fine Art and Graphic design. There are some individual enterprises offering Art and Design Courses, Eastlea College and Art Gallery. However the quality of facilities, teaching materials and staff are inadequate.

- 2.22 Income-generating avenues are largely undeveloped in Zimbabwe. School leavers have insufficient opportunities for further training and entrepreneurialship. So the vast potential for job creation in the visual arts is not being exploited.
- 2.23 At present our artists and craftspeople and designers are not enabled to realise their talents. The famous stone sculptors lack entrepreneurial, managerial and marketing skills resulting in the artists being exploited. The levels of art creation and art appreciation in Zimbabwe are very low and this is a result of the education system.
- 2.24 Sport in schools is organised by the National Association of Primary Heads (NAPH) and the National Association of Secondary Heads (NASH). The current emphasis on schools sport is competition and the competitions are seasonal. Athletics competitions are done in the first term, ball games in the second term, and swimming in the third term. The third term has very little sport activity as schools concentrate on examinations. The Commission regrets that the emphasis on competitions leaves the majority of pupils out of sport participation and limits their opportunities.

### **Performing Arts**

- 2.25 The present performing arts education in the curriculum is only music or what some people have termed western harmony choral singing. Choral singing in primary school is a part of the curriculum while in the secondary school there have been efforts at providing music in both song writing and reading skills. Musical instruments have recently been promoted but because of the largely eurocentric music education approach, the instruments have been limited to piano and recorders with very few exceptions where “mbira, marimba, magavhu, ngoma and hosho” have become acceptable.
- 2.26 Due to the fact that music is taught in an eurocentric manner, the only form of music that can be the product of the school music education is the western harmony choral music that had been promoted through national choral competitions. This is a very narrow aspect of the enormously rich music heritage that has cultivated a very viable music industry in Zimbabwe. Therefore, music education in the school curriculum at present is not directed towards vocations and

professions in the music industry but in enhancing music appreciation and participation in eurocentric music environments.

- 2.27 The product of our present music education is therefore handicapped in participating in occasions where indigenous musical instruments and dance are vital components.
- 2.28 At both primary and secondary school levels, other performing arts such as dance and drama are handled as extra-curricular and club activities. European dance forms such as ballet are offered at some primary schools by ballet experts who charge fees.
- 2.29 Corporate sponsored competitions which are held at provincial and national levels have encouraged primary schools to support traditional dance clubs which can only take a very small number of children.
- 2.30 At present western film dominates our television screens as there is no clear film policy which regulates the content, age and language. Zimbabwean film industry is not nurtured, supported and promoted to create a strong, viable and marketable film industry.

### **Physical Education And Sport**

- 2.31 It is mandatory that every primary school offers physical education as a subject and that every teacher teaches physical education to his or her class. Although physical education is time-tabled in primary schools, in a majority of schools it is not taught regularly and effectively.
- 2.32 The current physical education syllabus which has undergone extensive revision stipulates that infants should have four twenty minute periods per week and juniors should have three thirty minute periods per week. However, not all schools follow the syllabus.
- 2.33 There is a non examinable syllabus for physical education which stipulates that secondary schools should offer at least two periods of physical education per week. Although the National Sport and Recreation Policy and the Secretary's Circular No.2 of 1994 make physical education a compulsory subject in secondary schools only 7% (CDU 1996 survey) of secondary schools offer physical education

as a taught subject. The schools that offer the subject are mainly low density and independent or private schools. In secondary schools, physical education is taught by specialist teachers unlike the situation in primary schools.

2.34 Not much research and evaluation has been carried out on physical education programmes in Teacher Training Colleges. However the current situation indicates that there is no special entry for enrolling student teachers in physical education training.

2.35 This is so because physical education in secondary schools, as has been pointed out before, has no examination and that it is not mandatory for one to have done physical education at secondary school to be enrolled for physical education training. Most students who do physical education training at college do so as a last resort.

### **3 FINDINGS**

#### **Culture**

3.1 Evidence indicates that the enabling legislation and statutory instruments on funding of culture, the social and economic status of artists and international conventions on cultural activities are not in place. Similarly, provision of training facilities for the arts in schools, tertiary institutions and organisations which provide cultural training are not in place.

3.2 Evidence put before the Commission suggests that Zimbabwean theatre which is based on traditional drama and music has not been developed. Similarly an enabling environment for the development of traditional dances to a level of professionalism has not been established.

3.3 The Zimbabwean college of Music offers music to all age groups. However, training is expensive because of customs duty on foreign instruments and reliance on foreign experts. There is a serious lack of music and art teachers in Zimbabwe.

3.4 Evidence was also given to the effect that Zimbabwean musicians lack polish because they have no professional training in composing, song

writing and projection. Similarly, acting is given a low profile because of the conception that it is meant for unemployed school leavers.

- 3.5 There is ample evidence to suggest that African film has not been promoted and a market for it has not been developed.
- 3.6 Evidence was given that there are no specialised music teachers in schools.
- 3.7 It is evident that there is a Central Film Laboratory which is lying idle in Harare.

### **Visual Arts**

- 3.8 Some respondents indicated that the potential of art in developing all our lives is not recognised and its ability as an income-generating profession is minimised.
- 3.9 Findings indicated that art appreciation and history are not included in the secondary school curriculum. They argued that it teaches pupils to understand and feel confident about their culture.
- 3.10 People argued that Zimbabwe is very rich in art heritage. They argued that art teaches people to respect and understand others, their way of thinking, their beliefs, their values. They also said that art promotes tolerance, compassion, understanding and interest, exchange of ideas and cultural interaction. Study of the unique Zimbabwean heritage in the visual arts will develop self-esteem and teaching of other art cultures will develop understanding and ability to interact globally - which is essential.
- 3.11 People argued that a good art component in the Zimbabwean education system will produce a student who, on leaving secondary school, has learned to look better, to observe closely, to think critically, to respect other people, to value talent and inventiveness, to approach life creatively and to appreciate the importance of the arts. Such a student is better equipped to live well and to contribute to society in a healthy way.

It will also produce members of society who make art and well designed products which can stimulate the Zimbabwean economy and generate income for many.

### **Performing Arts**

Evidence presented to the Commission indicated that artists were not sufficiently remunerated and protected from exploitation. They often obtain support from foreign companies and individuals.

- 3.12 The Commission was informed that there were a few schools and colleges of music. Some of the notable ones are Kwanongoma College of Music in Bulawayo and The Zimbabwe College of Music in Harare.
- 3.13 Radio, television and newspapers do not promote suitable cultural programmes
- 3.14 Evidence from teachers indicates that the promotion and integration of culture with education through the production of appropriate syllabuses has not been done.
- 3.15 Scholars at tertiary institutions regretted that there was no funding to promote research into all aspects of Zimbabwean culture such as history and literature, indigenous languages, traditional visual and performing arts, traditional religion, medicine and other civic institutions.
- 3.16 Evidence from artists shows that the government has not upgraded the status of the cultural industries in order to promote more investments and the production of high quality cultural products and implements for cultural development.
- 3.17 Evidence from performing artists indicates that the government has not nurtured, supported and developed Zimbabwean theatre based on traditional drama, music and dance forms into a viable film industry hence the domination of western films with foreign role models and trends.



## **Physical Education and Sports**

- 3.18 A majority of primary school teachers pointed out that they do not have the necessary skills and competencies to teach physical education effectively. In addition they said that they receive some training in physical education during their initial teacher training but the training does not make them specialist teachers of the subject.
- 3.19 The Commission was informed that emphasis on examinations in the education system relegates physical education to the lowest status since it is not an examinable subject.
- 3.20 Heads of schools and teachers complain of an overloaded curriculum and physical education is the target for removal.
- 3.21 Evidence also indicates that the end of term reports do not show progress or achievement in physical education.
- 3.22 People expressed concern that most facilities in primary schools particularly in rural areas, farming areas and high density suburbs are sub-standard and inadequate. Evidence was also given that equipment and teaching materials are expensive and not easily available.
- 3.23 Evidence provided shows that there is no financial provision for the development of physical education and that the General Purpose Funds are too little to support any meaningful physical education programmes.
- 3.24 Specialist Physical education teachers are therefore offered to teach academic subjects. It is learnt that the CDU have since developed a physical education syllabus which is yet to be approved.
- 3.25 Physical education in secondary teachers' colleges has a peripheral status. Students training in other subjects have no or little exposure to physical education.
- 3.26 Physical education training programmes in colleges are not standardised Physical education syllabi in colleges are not comprehensive.

3.27 Physical education facilities, equipment and teaching materials are grossly inadequate in a majority of colleges.

3.28 The Bachelor of Education in Physical Education programme under the University of Zimbabwe's Department of Teacher Education is not easily accessible. There are therefore limited opportunities for physical education teachers to improve on their qualifications.

## **4 COMMENTS**

### **Culture**

- 4.1 There was a general agreement countrywide that the present school curriculum is based on a philosophy that excluded the promotion of indigenous culture in the education of the Zimbabwean child. The Commission has noted that major aspects of indigenous culture such as customs, values, norms and traditions are found in the Chishona and Isindebele language courses and in some social studies. The Commission further noted that culture in which the child is born and the community in which the child lives is very crucial in the child's overall development. Pride in one's culture and the ability to assert one's cultural identity are vital for Zimbabweans to survive in the global village.
- 4.1 The Commission is in agreement with the view that Zimbabwe's education system can be best described as Eurocentric in its cultural content and orientation. This is mainly due to the fact that modernization was synonymous with Europeanisation of the education system in terms of curriculum and philosophy.
- 4.2 The Commission views that in order to consolidate the Zimbabwean culture, all citizens should be exposed to the other languages spoken in Zimbabwe other than ChiShona and IsiNdebele.
- 4.3 The Commission is convinced that the integration of emerging issues which are referred to in the relevant chapter such as human rights education, moral education, civic education, reproductive health education, media education and population education have lacked empathy with local Zimbabwean culture.

## Visual Arts

- 4.6 The Commission agrees that Zimbabwe has a very rich heritage and that it is not being taught, despite the fact that the country derives its name from an architectural monument. In the same way, African Art is not visible in society. Instead “airport art” predominates. In contemporary society art should manifest itself through architecture, interior decoration, design and technology, furniture and household equipment. Sadly, the Commission has observed that the current situation deprives locals of opportunities from designing and developing local artefacts.
- 4.7 The Commission has also noted that most religious art does not reflect an African perspective except the incorporation of African drums and *hosho amahlwayi*/rattles in the Africanisation of church music.
- 4.8 The Commission views art education as central to the reorientation of Zimbabweans from mental colonisation. Research findings have shown that elsewhere where Christianity was accepted, it was embodied into local art forms whereas in Zimbabwe external art forms were imposed at the expense of local art forms.
- 4.9 The Commission thinks that this must be reversed as it causes confusion between faith and religion on the one hand and artistic representation on the other. Artistic representation of the devil and evil is always in black which causes confusion and misconceptions as the black colour is associated with bad, evil and so on. Religious art should be represented in African art forms.
- 4.10 The Commission acknowledges the move towards Africanisation of religion in terms of rhythms and garments. It encourages churches to promote art as they are major agents of art promotion.

## Performing Arts

- 4.11 The Commission agrees with the evidence that the present curriculum does not equip children with necessary musical and performing arts skills for life.

- 4.12 Evidence points to the need for the design of a new curriculum for comprehensive visual and performing arts education. It suggests that there should be an introductory thrust at the basic and post basic school level in order to prepare for specific full-time careers in the performing arts. This would provide them with opportunities in pursuing specialist performing arts education at tertiary level.
- 4.13 The Commission concurs with the view that greater emphasis should be made in the visual and performing arts education at promoting the acquisition of skills in art forms most dominant in the child's community and most useful in generating employment in the arts industry and tourism.
- 4.14 The Commission believes that the selection of musical and performing arts to be taught in schools should be influenced by the availability of natural and indigenous resources.
- 4.15 The Commission feels that the culture of the arts should be inculcated at the lower levels and systematically developed at all levels.
- 4.16 The Commission agrees with the evidence that imported musical instruments are expensive. It endorses the suggestion that it would be cheaper to produce these instruments locally, considering the relative low cost of labour in the country.
- 4.17 The Commission endorses the desire to develop the appreciation of arts performances in order to promote the domestic market.

### **Physical Education and Sports**

- 4.18 The Commission concurs with the concerns expressed that the scope for sports in schools is narrow as the majority of schools in the high density and rural areas only offer soccer, netball, volleyball and athletics. Pupils who cannot make it to play in the team are left with little or no opportunities for the sports on offer or to take part in other sports. There is unequal provision for sports between rural and high density and low density and independent (private) schools. Most rural schools have sub-standard and inadequate facilities and sports equipment is too expensive for them.

- 4.19 The Commission agrees with the evidence that the nature of sports competitions from zone, district, region to national level is too expensive for schools as some opt out of the competitions because they cannot afford them. This results in loss of talent.
- 4.20 The Commission concurs with the evidence that most teachers and heads of schools lack necessary skills and competencies in coaching, sport administration and officiating as training in these areas is not easily accessible to them. The Commission further concurs with the view that there is no systematic talent identification and development and that the links between schools and clubs, and associations are weak. In some cases there are no clubs or association structures at grassroots level with which schools can forge links.
- 4.21 The Commission has observed that sports facilities in clubs tend to be exclusive and elitist in urban areas. While low density suburbs have adequate sports facilities, high density suburbs, rural and resettlement areas where most of the talents abound have no sports and recreation facilities.
- 4.22 The Commission envisages a curriculum that will initiate vocational opportunities for students with a flare in sport. It also envisages an introduction to technical-vocational training in sports leadership and management in Teacher Training Colleges.

## **5 CHALLENGES**

The main challenges for the new millennium include

- 5.1 Promotion of co-existence of Zimbabwe's multi-ethnic society and the incorporation of the dynamic culture in the content of the curriculum
- 5.2 Utilisation of indigenous culture as a resource for development and progress
- 5.3 Enhancement of the status of artistic subjects in order to create employment for school leavers
- 5.4 Provision of sporting facilities and equipment in the disadvantages areas

- 5.5 Formulation of educational policies that enhance the teaching of visual and performing arts as well as sports, as full and complete subjects in their own right
- 5.6 Strong government commitment to facilitate the teaching of culture, arts and sports through clear, effective strategies and practical interventions

## 6 RECOMMENDATIONS

### Culture

The current situation indicates that Zimbabwe has formulated a good national, cultural policy which lacks implementation strategies. The Commission, therefore, recommends that

- 6.1 Cultural studies be compulsorily taught in the entire school curriculum. There is therefore need to formulate implementation strategies because the national cultural policy is already in place.
- 6.2 Government creates an environment for the development of traditional music and dances to a high level of professionalism at educational institutions.
- 6.3 Traditional institutions such as the family, our spiritual culture which embraces our beliefs, values, norms and customs be strengthened through the education system.
- 6.4 Houses of culture be developed throughout the country for the benefit of educational institutions.
- 6.5 A multi-cultural society and evolving culture should be encouraged since culture is dynamic.
- 6.6 The state should formulate implementation strategies because the national cultural policy is in place.
- 6.7 Traditional institutions such as the family, religion, medicine and material culture should be strengthened through the education system.

- 6.8 Emerging issues such as human rights, family life education, moral education and others should be incorporated into the curriculum to ensure an all inclusive values education in a multi-cultural society.
- 6.9 Students should be exposed to indigenous languages spoken in Zimbabwe other than ChiShona and IsiNdebele in order to make the languages affective tools in the country's socio-economic development.
- 6.10 Theatre based on traditional drama, music and dance should be developed to a high level of professionalism at educational institutions.
- 6.11 Houses of culture should be developed throughout the country for the benefit of educational institutions.

### **Visual and Performing Arts**

- 6.12 The introduction of a comprehensive visual and performing arts education that begins in the first grade to include of the following
- 6.13 Visual Arts such as drawing, painting, sculpture, pottery (ceramics), weaving, batik, screen printing, tie-and-dye, crotchetry, graphics, photography, embroidery, etching, basketry and others

### **Performing Arts**

- 6.14 Music: music theory, singing, musical instrument playing, music literacy-writing and reading.

Dance : traditional, classical and modern

Drama: as theatrical arts, performance and production and writing for stage, radio, television and film) and Poetic recital including clan praises and story telling.

- 6.15 Establish procedures to identify talent at an early age in schools and non-formal establishments and develop it systematically.

- 6.16 There should be at least one Arts Academy in each region and also other tertiary institutions which liaise with the Arts Academy.
- 6.17 Art teaching should be upgraded to a full subject at basic school level.
- 6.18 University institutions should offer degrees in visual and performing arts in greater numbers to meet the needs of the country.
- 6.19 Government should allocate an annual budget for the arts and a scholarship for art education courses tenable at any university in the country or the region for both first degree and post-graduate levels.
- 6.20 Musical instruments should be produced locally in order to reduce high costs.
- 6.21 Community arts centres should be provided for use by performing artists and exhibitions organised in musical artefacts. There is need for courses in music for the informal sector.
- 6.22 The National Arts Council and private sector should provide grants for film-makers, dancers, actors, choreographers, writers and usual artists to enable them to function on a full-time basis.
- 6.23 Companies should be granted tax rebates for making donations to the arts.
- 6.24 There should be legislative protection for artists in terms of health, safety, wages, social benefits and protection from state and private control or manipulation through copyright and other legal instruments.
- 6.25 The National Art Galleries should increase and improve their outreach programmes to Teacher Training Colleges, schools districts and provinces.
- 6.26 Government, like in some countries, should support the arts through monies realised and generated through state lotteries, scratches and horse racing.
- 6.27 Government should promote the arts through financial support and grants.



- 6.28 Artists need a forum for dialogue among themselves, nationally and internationally.
- 6.29 There is also a need to establish National Arts Awards/Oscars to promote art.

### **Physical Education and Sports**

- 6.30 Physical education should be made a compulsory subject in the basic and post basic school curricula.
- 6.31 All primary school children should be expected to participate in daily physical education that emphasises fitness and the development of movement concepts and skills. The content paper at Grade 7 should have test items on physical education. All school end of term reports should indicate the performances of the children in physical education.
- 6.32 Learners should choose at least four from the following generic sport forms
- **Field Games** Hockey, soccer, rugby, cricket, baseball, softball
  - **Court Games** Basketball, netball, wheelchair basketball
  - **Net Games** Tennis, badminton, squash, table tennis, volleyball
  - **Athletic Activities** Track and field athletics and aquatics
  - **Conditioning activities** Aerobics, fitness training
  - **Gymnastic activities** Artistic gymnastics, rhythmic gymnastics, ballroom dancing, traditional dances and diving.

- **Martial arts** Judo, wrestling, taekwondo, karate, kungfu
- **Target games** Golf, darts, pool, bowls, archer and insema
- **Adventure activities** Campcraft, mountaineering, rock climbing, sailing and canoeing.
- **Indoor games** Board games, chess, tsoro, nhodo, computer games
- **Other games**

- 6.33 The sport activities should not necessarily be seasonal or on a termly basis but should be expected to run throughout the year with links created between schools and clubs or associations to enable talent exposure, identification and development. NAPH and NASH should be asked to produce strategic plans for the development of schools sports. They should review their competition formats so that participation in competitions do not become too expensive for schools particularly in rural areas. Sport schools, at least one per region, should be established for the development of talent.
- 6.34 Sports associations should identify talent well in advance in consultation with NAPH and NASH for possible participation in international competitions.
- 6.35 A sport and recreation technical/vocational programme should be made available in all tertiary institutions to all people who want to take up a course in sport and recreation. A national vocational qualifications training programme for sports coaches, administrators and technical officials has already been launched by the Sports Commission.
- 6.36 There should be a National Sports Academy to which schools and colleges in the regions are affiliated.

## CHAPTER 19

### ENVIRONMENTAL EDUCATION

#### INTRODUCTION

- 1.1 The terms of reference tasked the Commission to *recommend strategies that ensure that adequate ... environmental education is provided at all education and training institutions* (TOR 2.1.10).
- 1.2 Environmental issues are at the forefront of development and it is important to educate people about them. Environmental Education enables learners to explore the environment, to investigate, identify concerns and to take action to make the world a place that sustains life. It promotes social, physical, spiritual, economic and political patterns of behaviour of individuals, groups and society as a whole. Environmental Education is flexible, participatory, empowering, problem-solving and action-oriented. Environmental Education is holistic and covers such areas as development, population, health, peace, human rights, democracy, citizenship, hunger, sustainable management of land, water, flora, fauna and air.

#### CURRENT SITUATION

- 2.1 The Committee of Inquiry into African Primary Education (1974) recommended the reorganisation of the curriculum and proposed two areas (called units) of study on the environment. These were Social Environmental Studies and Physical Environmental Studies. The Social Environmental Studies as envisaged involved studies of local community and other communities. The Physical Environmental Studies' main aim was to bring an understanding of the balance of nature, interdependence of man and nature, sustainable use of the environment and inculcation of habits necessary for healthy living in the local environment. The topics included science and agriculture.
- 2.2 Environmental Science is the main carrier subject for Environmental Education at primary school level. However, three subjects in the primary school curriculum contain direct lessons on the environment, namely

Religious and Moral Education, Social Studies and Environmental Science. The 1994 Environmental Science syllabus initiated by Better Environmental Science Teaching (BEST) programme attempts to provide a wider perspective to the teaching of Environmental Education. It incorporated in the curriculum the conservation, management and sustainable use of the natural environment, an aspect which was not adequately covered in previous syllabuses.

- 2.3 The secondary school curriculum contains neither Environmental Science nor Social Studies as subjects. However, it is covered in some detail in ecology and concepts of environmental education are found in Geography, Science, Agriculture, Education for Living and Biology.
- 2.4 At tertiary level, primary teachers' colleges offer environmental studies. At the University of Zimbabwe there is an Institute of Environmental Studies. At Africa University and Solusi University there are environmental education departments that give a wide range of courses on the subject. There is also informal environmental education offered by some community based organisations, Non-Governmental Organisations and government departments such as Agritex, Forestry Commission and the Natural Resources Board.
- 2.5 On the legal front, many of Zimbabwean environmental laws are ineffective in addressing contemporary environmental challenges. In addition, some of these laws are not being enforced. The majority of people have no access to these laws because they are in English and are not sufficiently publicised. The government is working on a comprehensive Environmental Management Act which will update and harmonise the laws on water, land, parks and wildlife.
- 2.6 The mining industry has programmes that expose its workers and management to environmental education. Workshops and seminars are conducted on sustainable mining activities. Nevertheless, some people felt that some mining companies were not implementing what they learnt from these workshops and seminars. The same is true for industries some of which fail to abide by the environmental laws that affect their industrial activities.

- 2.7 The Ministry of Mines, Environment and Tourism has many environmental education programmes for organisations and individuals. The Ministry also provides awareness and understanding of environmental trends and conditions and their causes among stakeholders. It also published a book entitled *The State of Zimbabwe's Environment 1998* as part of its education effort. The Ministry gives awards to companies and organisations that practice environment friendly activities.
- 2.8 The Communal Areas Management Programme for Indigenous Resources (CAMPFIRE) has also supported grassroot environmental initiatives. CAMPFIRE assists and enables rural communities to effectively manage their natural resources. The organisation conducts workshops and has produced training manuals to assist the rural communities, including schools, on issues to do with sustainable use of the environment. Students from some tertiary institutions are attached to CAMPFIRE as a way of exposing them to environmental education.
- 2.9 There is no clear national environmental policy and Environmental Education policy or strategy for Zimbabwe, nor is there a concerted effort to include women, the disabled and the under-privileged in all environmental programmes; any involvement is by chance rather than by design.

### 3. FINDINGS

- 3.1 Many of the NGOs, such as the Environmental Liaison Forum (ELF) and the Environmental Education Standing Committee (EESC), are concerned that there is lack of clear policies, strategies and action plans on Environmental Education in Zimbabwe. The organisations were worried that there was lack of co-operation and co-ordination on environmental education between ministries, NGOs, the public and the private sectors. They also said there was no funding for environmental education. Reporting in the media on environmental education has also been inadequate. The lack of co-ordination among government departments was said to have led to poor policy formulation of Environmental Education. It was suggested to form a multi-sectoral council to address the problem outlined above.

- 3.2 Research evidence from ELF also revealed that Environmental Education has its history in conservation and ecology. They further argued that the meaning of Environmental Education goes beyond issues related to conservation and ecology.
- 3.3 The Natural Resources Board (NRB) was concerned about the erosion of environment friendly Shona and Ndebele belief systems, especially on preservation of fauna and flora. They said that totems and sacred places helped to preserve the environment and therefore there was need to encourage and support these customs. *Rambakutemwa*, a Shona custom, designated some areas as parks. Some trees were not supposed to be used as firewood for example *muhacha*, *mukarati*, *ichithamuzi*, *umbola* and *umlahlabantu*.
- 3.4 Concern was also raised on pollution of water and air, river and dam siltation, veldt fires, land degradation, indiscriminate tree felling and mining, since these are not environment friendly. The limited participation by the majority of the people in environmental programmes, such as afforestation, pollution control, waste management and gully reclamation, was said to be a result of lack of effective Environmental Education in the formal and non-formal sectors. Some people called for the development of a curriculum that promotes understanding of the environment and the balance of nature. In addition, they recommended the training of local writers on environmental issues which they said should be done professionally. The materials written should be accessible to the populace.
- 3.5 The Ministry of Mines, Environment and Tourism gave frightening statistics which have a bearing on the environment. The statistics show that; Zimbabwe's population is growing by 270 000 people annually. Communal households use 3,5 million cubic metres of wood annually. Urban households use close to 200 000 tonnes of firewood annually for cooking and heating. Zimbabwe has a vehicle population of about half a million emitting gases that pollute the air and water.

About 9 million people depend on agriculture, 7.5 million directly and 1.5 million indirectly.

Eighteen different government ministries administer environmental laws. Most of the environmental laws are outdated, for example the level of fines set in the Natural Resources Act are too little for the damage caused.

- 3.6 Furthermore, about 61% of people are living below the poverty datum line and that the poor are concerned about today rather than the future, leading to over exploitation of the environment for sustenance.
- 3.7 Concern was raised about some politicians who encourage communal people to invade farms and indiscriminately cut down trees. In addition political leaders were also said to condone or encourage haphazard resettlement practices, the cutting down of trees for sale as firewood, stream bank cultivation and poaching of animals. Institutions involved in Environmental Education are left powerless to enforce the laws in such circumstances.
- 3.8 The mining industry was blamed for destroying the environment. The Mutoko granite stone mining was cited as an example. Calls were made to reclaim the land through reforestation of old mines. Other environmental issues of concern were gold panning, quarry mining, river and pit sand digging. These activities are carried out in a manner that does not conserve the environment.
- 3.9 Close co-operation in controlling the environment between Zimbabwe and the neighbouring states of Southern African Development Community (SADC) was suggested. The people argued that Zimbabwe could learn from other SADC countries effective methods of reducing environmental damage.
- 3.10 Some projects that address environmental problems to be included in the curriculum are Permaculture, Scope, Action Magazine and BEST. These projects attempt to educate pupils and adults on sustainable agriculture and environment conservation.
- 3.11 Concern was raised on soil loss of up to 100 tonnes per hectare per year. Air, water and solid waste pollution are becoming an increasing threat to both the urban and rural environments.

3.12 Some people suggested that Young Farmers Clubs should be revived as these were good fora for participatory environmental education among learners in schools. In fact the clubs were thought to be good because they provided learners with the opportunity to put into practice the theory of environmental education they would have learnt in class through gully reclamation and other land use practices.

#### 4 COMMENTS

- 4.1 The Commission observed that most parts of rural Zimbabwe's fertile top soils have been washed down rivers leaving people and wildlife impoverished. Biggest among the problems are land degradation, unsustainable deforestation and pollution of air and water. It is estimated that about 74 000 hectares of land per year is deforested due to clearing land for agriculture, domestic firewood and for sale and wood carving. This implies that Zimbabwe desperately requires an education system that enables present and future generations to participate in the use and management of their natural resources in a sustainable manner.
- 4.2 The Commission feels that systematic research should be carried out to identify trees that require less water to grow. Most indigenous trees have been known to be more environment friendly than foreign plant species like gum trees. Some animal species, like some fish, have been known to destroy the ecosystem. The Commission recommends that immigration laws on plants and animals should be more strict so that dangerous animal and plant species may not come into Zimbabwe.
- 4.3 The Commission agrees with people's views that stone and wood carvings should be monitored so that these commercial activities could be environment friendly. The destruction of trees like the boabab require community education to rectify the situation.



- 4.4 The Commission also found out that the situation in the urban areas is not any better as domestic and industrial effluent has polluted water systems and dams to the point that the water has become expensive and difficult to purify in order to make it safe for drinking. Water has also become unsafe for some plants and creatures to live in. Society has to solve all these environmental problems and make its people responsible for the natural resources. The education system is one such agency for change that could lead to better use and management of the environment. There should also be on-going mass education programmes through non-formal and informal strategies to make all people players in the sustainable management of the environment.
- 4.5 The Commission agrees with the findings that Environmental Education is very important for national development. It also concurs with the observation that there is a lot of land degradation and pollution. The Commission is of the view that these environmental problems have been aggravated by
- lack of integration between environmental education and other government policies, goals and actions. The National Biodiversity Strategy and Action Plan is not integrated in the Environmental Education programme. The Commission observed that there is no coordination between government plans and those of non-governmental organisations.
  - lack of cohesion and complementarity between and among various environmental education initiatives
  - lack of enforcement of the laws and statutory instruments which are in existence. In addition, Customs and Immigration laws are not strict enough to prevent foreign harmful plant and animal species to come into Zimbabwe
- 4.6 The Commission is concerned by the lack of political will to implement the laws. On the contrary, some politicians have gone out of their way to encourage violation of these laws for example squatter problems, stream bank cultivation, indiscriminate cutting of trees and destructive land use practices. This has rendered professionals powerless to carry out programmes on Environmental Education and conservation in the face of political pressure. An Environmental Education will not be successful without the political will.

- 4.7 At school level the Commission observed that Environmental Education is not treated seriously in the whole system of education because of
- lack of clear policies, strategies and action plans in Environmental Education
  - absence of policy guidelines on such issues as teacher training, research, resource development and environmental information systems
- 4.8 The Commission accepts the view that the curriculum at most levels of education may not accommodate Environmental Education as a separate subject. Environmental Education can be integrated into the existing subjects. The Commission would like to propose the teaching of Environment Education from pre-school to tertiary level. The teaching methods used should be participatory and emphasise problem-solving and creative skills. Teachers should be role models and behave in an environmentally sustainable manner.
- 4.9 The Commission recommends that there should be a co-ordinated system that raises the awareness of people about conventions, legislations and regulations on the environment. The school should work closely with communities on such issues as cleanliness, use of bins or pits, latrines, water conservation, respect and appreciation of wildlife and the impact of population on the sustainable use of resources. The school and community should co-operate on the merits of the sustainable way to manage the environment.
- 4.10 The Commission notes that in order for environmental education strategies to succeed, they should be inclusive and bring on board every citizen. Since everybody has potential to damage the environment, everyone must actively participate in the proper management of the same environment.
- 4.11 The Commission believes that planning and development should be so environment conscious that every development programme and project should be examined for its impact on the environment and steps taken to reduce any negative effects. There should be holistic planning to balance environment protection and development.

- 4.12 It is the Commission's view that environment friendly traditional and cultural practices should be encouraged because they served societies well. The concept of sacred places, totemism, chiefs and herdsman's guardianship over natural resources encouraged good environmental management practices.
- 4.13 National Environmental Education campaigns like National Tree Planting Days should be extended to cover the management and regeneration of the environment. Community and school involvement and ownership should be emphasised to ensure continuity and sustainability. The participation of women should not be neglected.
- 4.14 The Commission noted that the Food for Work programme which was introduced in the drought of 1992 was environmentally educative in that communities were involved in environmental reclamation and conservation for a fee. Communities were engaged in projects like gully reclamation, afforestation, arresting of soil erosion and water conservation.
- 4.15 The Commission observed that sustainable environmental management is the basis of economic and social development; therefore it is suggested that Environmental Education be called Environment and Development Education. This new emphasis would place Environment Education in a development perspective which would make Zimbabweans responsible for the sustainability of their environment. This would emphasise the inter-relatedness of sound environmental management and sustainable development. The curriculum so developed would also change so that it emphasised the developmental goal of Environmental Education.

## **5 CHALLENGES**

Environmental Education poses many challenges to the education system for the 21<sup>st</sup> century. The challenges include

- the formulation of a national Environment Education Policy
- more provision of Environment Education at secondary school level in an integrated manner
- the need to ensure progression from elementary to university educating adults on effects of population and on sustainable

- the need for government to have the political will to implement the laws that protect the environment
- the education of the people on the importance of the laws that protect the environment
- the need for shared understanding on the importance of environmental education among policy makers and those who work in the field
- co-ordinated effort within and between government departments and Ministries of Education
- provision of Environmental Education to the adult population
- the integration of Environmental Education in such a way that all people become aware and participate

## 6. RECOMMENDATIONS

- 6.1 Environmental Education should be an integral part of development by renaming it “Environment and Development Education.”
- 6.2 A national environment and development education policy should be developed.
- 6.3 Environment and Development Education should be integrated in those subjects where it fits.
- 6.4 Environment and Development Education should be part of the examinable content in subjects where it is integrated.
- 6.1 Adult, non-formal and continuing education should contain information and campaigns to inculcate sustainable environmental management practices.
- 6.2 Co-operation and co-ordination strategies among government institutions dealing with environment and development education, NGOs, the public and private sectors need to be instituted.
- 6.7 The NRB terms of reference and objectives should be widened and strengthened to include the co-ordination of the efforts of all organisations dealing with conservation and development education

and that it has an education committee charged with the development, monitoring and evaluation of the Environment Education.

- 6.8 Environment and development education campaigns and projects in schools, colleges and universities need to be put in place.
- 6.9 Government should enhance an Awards System to clubs, companies, researchers, ministries and individuals for outstanding environment and development education activities.
- 6.10 Production of education material should be intensified and people with knowledge of environment and development education should be commissioned to write the material.
- 6.11 Traditional and cultural knowledge practices that protect the environment should be identified, documented and strengthened.
- 6.12 The Tree Planting programme should be broadened to include other environmental issues and run all the year round.

## CHAPTER 20

### HEALTH EDUCATION

#### INTRODUCTION

- 1.1 The Commission of Inquiry into Education and Training was tasked to *recommend strategies that ensure that adequate health and environmental education is provided in all education and training institutions. (TOR 2.1.10)*
- 1.1 Health Education is a body of knowledge that enables the learner to
  - Appreciate hygiene and other healthy habits
  - Make informed decisions on health issues
  - Achieve and promote healthy living in his/her environment, and
  - Be able to render assistance to the sick
- 1.2 Health Education should be taught to all children because
  - About 25% of the Zimbabwe population is of school age. This young generation requires knowledge about how to be healthy. This requires a well planned Health Education Curriculum. It would also require the support of health and nutrition services
  - Sound health and nutrition are a prerequisite for learning and development. The curriculum should give children exposure to the basic requirements of a balanced diet, immunisation, a safe and clean environment and the love, care and protection of the family and the community
  - Children should learn about how to meet their needs for vital energy requirements which is essential for cognitive and affective development
  - HIV/AIDS should be a strong component of Health Education as a tool for survival

- With the increase in poverty there is evidence that the adolescent population including those in the 19 to 25 age group, are becoming more susceptible to alcohol and drug abuse as well as commercial sex activities resulting in an alarming increase in the number of HIV infected youth. Girls and orphans are particularly vulnerable as well as those children who no longer enjoy the care and protection of their families. They need to rely on their Health Education knowledge for survival
- With the growing misuse of insecticides, the frequent irresponsible dumping of toxic waste and pollution of water supplies and increase in traffic, there is need for instruction about these health hazards
- It has a great potential of developing the holistic perspective of health in society. Children need education on responsible behaviour, wholesome attitudes, hard work, integrity and good morals which have a bearing on one's physical and emotional health status

## 2. CURRENT SITUATION

- 2.1 The Government of Zimbabwe, through the Ministry of Health and Child Welfare's documentation, " Planning of Equity in Health Policy," articulates the need to provide adequate human, financial and accessible health resources to those in greatest need. This document registers government commitment to the need to provide a supportive environment, including access to health information to schools and tertiary level institutions in order to promote good health. However, both Ministries of Education and the Ministry of Health and Child Welfare have failed to come up with a comprehensive health education policy for Zimbabwe. Several meetings have been held to come up with a school Health Policy, but there have been no concrete results.
- 2.2 At present, health and nutrition education are taught in primary schools as part of the Social Studies, Home Economics and Environmental Education syllabuses. Similarly, a limited amount of content on safety is available in these syllabuses. Topics such as nutrition, hygiene, water supplies and sanitation, communicable diseases like bilharzia, malaria cholera, dysentery and HIV/AIDS form a large proportion of the Home Economics Syllabus at Primary school level.

- 2.3 The school based HIV/AIDS life skills programme has now been introduced at the primary and secondary levels of education. This programme also offers information to teachers college students and to students at government technical colleges. These are comprehensive, well researched programmes which have taken cognisance of the ages of children and the sensitivities of parents and religious organisations. Similarly, family life education programmes have been introduced at the secondary education level. These programmes are presently being monitored to see to it that this information reaches all learners. These Ministry of Education and Culture supported programmes should not be confused with other HIV/AIDS programmes or family planning programmes which are the work of various agencies. Complaints about inappropriate interventions which deal with sexual reproductive issues in sensitive ways, and which have caused offence, should not be confused with Ministry of Education and Culture. If inappropriate materials/information are allowed into schools, the fault lies with the Head of the school as the Head should have vetted the programmes first.

Family life education, which deals with adolescence, sexual development, sexuality and reproductive health is taught to upper primary and secondary children (10 – 18 years) in all schools in Zimbabwe.

- 2.4 There are no health personnel attached to schools and there are no health teams which regularly visit schools. As a result Heads of schools face the dilemma of who to ask for assistance.
- 2.5 At the secondary level of education, health education topics are integrated into a variety of subjects such as Science, Geography, Home Economics HIV/AIDS, and Family Life Education. However, this integrated approach does not often achieve comprehensive coverage of health issues, life skills and other components to change attitudes and behaviours. Both the Ministry of Education and Culture and the Ministry of Health and Child Welfare plan comprehensive programmes for the future which will be life – skills based.
- 2.6 In some schools there are specially designated teachers (health masters) to look after health issues in the school and co-ordinate health activities: these however, lack health education.



- 2.7 The Ministry of Health and Child Welfare in conjunction with the Ministry of Education, Sport and Culture organises health competitions and promotional campaigns in schools as a way of information dissemination.
- 2.8 Knowledge on medicines including African traditional medicine in those areas where conclusive research has been done is an essential component that is currently non-existent in the education curriculum. Herbs have a useful medicinal value in achieving health living.
- 2.9 The Ministry of Health and Child Welfare Education Unit, the National Aids co-ordination Programme, the United Nations Children's fund and the Zimbabwe Family Planning Council have Radio talk programmes to educate the youth on reproductive health, drug and substance abuse and topical issues like HIV/AIDS.

### 3. FINDINGS

- 3.1 During the hearings the Commission gathered that there are no comprehensive Health Education programmes in schools, colleges and universities. School heads pointed out that it is difficult to secure the services of health personnel from the Ministry of Health and Child Welfare because of the bureaucratic procedures involved. As a result, Health Education is taught sporadically and inefficiently throughout the education system.
- 3.2 The shortage of first Aid kits in most schools and institutions of higher learning makes it difficult to educate pupils and students on First Aid procedures which are an important element of Health Education. In addition, issues of traffic safety, the safe use of sprays and problems associated with environmental hazards are neglected.
- 3.3 Most education institutions do not cater for children and teachers with disabilities in terms of infrastructure, compromising their safety. The Blair toilets that are common in rural schools are not accessible to the disabled.
- 3.4 The Commission observed that some schools have poor and inadequate facilities for cultural, recreational and sporting activities which are important for the development of a healthy lifestyle. Respondents admitted that since Physical Education is not taught as a subject it means

that most educators and learners do not develop awareness of its health value.

- 3.5 Though there is a regulation that every school should have a guidance and counselling service information given shows that very few schools have a counsellor.
- 3.6 Technical and Teacher education colleges provide guidance and counselling as part of the HIV/AIDS programme organised by the Ministry of Higher Education and Technology. Evidence shows that there are some lecturers and peer leaders who provide this service in each college.
- 3.7 At university, groups of students are allocated to a lecturer who provides guidance and counselling on various issues.
- 3.1 The Commission was informed that SDC's and SDA's are not actively involved in Health and environmental health programmes neither are they well informed. If they were well informed they would contribute towards the provision of a healthy education environment.
- 3.2 Most parents are not taking responsibility for informing their children about sexual and reproductive health issues. Whilst many parents want the school to do this, others have grave doubts about the characters of the teachers involved.
- 3.3 Due to over-crowding some schools are breaking down and this is destroying existing water and sanitation resources, respondents observed.
- 3.4 There are no regular, comprehensive school programmes dealing with child abuse, drug and alcohol abuse, accidents in the home and on the roads and poor personal hygiene. The school health programme which is a collaborative programme between the Ministries of Education, Ministry of Health and Child Welfare and local authorities addresses health problems in schools through the screening of primary school children for infections, nutritional deficiencies, disabilities, vision and auditory problems, dental caries and immunisation status.
- 3.5 Information about such issues as industrial safety, agro-industrial safety, and parasitic infections such as scabies, malaria and bilharzia are not included in sufficient detail in school programmes.

3.6 The Commission of Inquiry into Health in Zimbabwe identified the following as reasons for a strong health programme in Zimbabwe

- the levels of morbidity and malnutrition among children are still high
- research has shown a strong linkage between child morbidity and the prevalence of parasitic infections, malnutrition, drug abuse, and early sexual activity
- it is important to develop efficient human resources for future sustainable economic growth
- children at a developmental age should be healthy for optimal development of their physical and mental wellbeing

#### 4. COMMENTS

4.1 The evidence received points to the urgent need for a Health Education policy. The Commission feels this is necessary to achieve sustainable national development and to create a healthy nation.

As a measure to support a Health Education curriculum it is necessary to develop comprehensive life skills based programmes at all levels to promote positive behaviour towards good health in learners. The development of a strong mental health programme is also essential for school children.

4.2 There is need to disseminate extensively all the health education information concerning nutrition, safety and others to schools.

4.3 The commission views health education as a prerequisite to learning and development. Every learner has the right to adequate information to protect, bolster and ensure a healthy body and healthy life style. The health programme could be expanded to give children basic knowledge about diseases, safety and sanitation.

4.4 Health and safety are public concerns and as such parents and communities should be actively involved in promoting the health, safety and nutrition of the young in schools and home. Herbalists and other members of the society should play a role in providing knowledge on medical uses of specific traditional herbs as part of Health Education.

- 4.5 HIV/AIDS Education is not making much headway in schools because it is not examinable, some teachers do not have enough skills of handling the sensitive issues involved. Some teachers have not received exposure to participative approaches which are used to effectively disseminate AIDS information.
- 4.6 Complaints about inappropriate interventions which deal with sexual reproductive issues in sensitive ways, and which have caused offence, should not be confused with Ministry of Education and Culture. If inappropriate materials/information are allowed into schools, the fault lies with the Head of the school as the Head should have vetted the programmes first. School heads have the responsibility to ensure that the materials delivered in schools are morally sound and help develop Unhu/Ubuntu in pupils.
- 4.7 The Commission of Inquiry into Education and Training fully endorses the view of the Commission of Inquiry into health about the need for a strong health programme for Zimbabwe. This programme should include a Health Education component that educates the whole nation about the need to provide proper health care for children during their formative years to promote the maximum development of their potential in life. The nation, particularly mothers, should be educated to realise that the early environment of the child is critical in determining his/her future intellectually, physically emotionally and mentally. A poor environment, particularly poor health may retard physical, physiological and intellectual development and this militates against quality life.

## **5 CHALLENGES**

- 5.1 HIV/AIDS is a serious challenge that can be tackled through Health Education. Aids is critical because it deals with the question of the survival of the nation. Children, as future parents and leaders as well as constituting the majority population in Zimbabwe, need life skills education to develop morally and to achieve self confidence and the ability to make informed decisions in life. They need the strength, discipline, willpower and knowledge that will enable them to adopt a culture of survival by making a critical evaluation of cultural values.

Zimbabwe faces a challenge of achieving a healthy nation through a comprehensive national health education policy. It is possible to transform Zimbabwe into a nation of people who take responsibility for their health and are also care – givers to promote preventative health; by educating everyone on basic health care.

- 5.1 For Health Education in schools to be effective there is need for complimentary effort by the two ministries of education the Ministry of Health and Child Welfare as well as other sectors. The home and school environment should provide support by ensuring the practice of good health practices. Due to the critical role that mothers play in the upbringing of children it is critical that women receive Health Education. They can ensure that health concepts taught are actually put into practice in the home.
- 5.2 The nation faces a challenge to convince some religious sects to comply with immunisation and other health requirements; through Health Education. This could be done through formal education as well as Adult Health Education programmes.

## **6 RECOMMENDATIONS**

- 6.1 The Ministries of Education, and the Ministry of Health and Child Welfare need to join forces with other concerned ministries and organisations to develop a comprehensive health policy, safety programmes for all levels of learners, and comprehensive training programmes for teachers.
- 6.2 Health Education at all levels should educate learners to be responsible for their own health.

- 6.1 Each school, college and university should have a school Health promotion committee which is actively involved in promoting all aspects of health, safety and the promotion of a recreational and sporting facilities for learners.
- 6.2 Learners should be educated on the health hazards associated with unhealthy living environments, overcrowding, poor hygienic practices, lack of clean water and poor sanitation.
- 6.3 All schools should be user friendly for pupils and learners with disabilities.
- 6.6 District based Health/safety officers should be appointed to assist in providing hygiene and health education in schools and to provide the service of check – up for hearing, mental, sight and other problems in children.
- 6.1 The Commission recommends that Physical and Health Education should include components which enhance the role of the school as an agent for promoting health and behavioural change within the community.
- 6.2 The HIV/AIDS programme which is currently offered in schools, should be expanded to include the general public. It is essential to utilise the electronic media to educate the public on this issue.
- 6.9 A community based approach to health education is important to ensure that safety and health measures are locally monitored and that communities become very environmentally conscious, especially in the creation of clean and safe environments for children.
- 6.10 The Nutrition component of Health Education should be given emphasis to educate the youth on health hazards associated with the abuse of food.
- 6.11 HIV/AIDS Education should become an important part of the Physical and Health Education subject area which will be offered at Basic Education level.
- 6.12 The HIV/AIDS education should be extended to all tertiary institutions.

## CHAPTER 21

### SCIENCE AND TECHNOLOGY EDUCATION

#### INTRODUCTION

- 1.1 One of the major concerns for the setting up of the Commission of Inquiry into Education and Training was the country's overwhelming level of scientific and technological deficiency and the apparent inertia or resistance to change, and the inability of the economy to move in step with the global technological trends. In this regard, the Commission was tasked to

*recommend strategies that ensure a bias towards the study of mathematics, science and technical subjects, including computer literacy from early stages of education (TOR 2.1.4)*

*and,*

*make recommendations on relevant aspects of scientific and technological research and development and delineate their role in education and training.*

- 1.2 Over the last two decades, Zimbabwe has invested heavily in improving access to, and enhancing the quality of science education. Human resources development has become the central issue of the national development strategies. Despite these efforts, labour shortages of scientifically and technically qualified staff have persisted, constraining the development of new productive enterprises and hampering the growth of existing ones. The little increase in access to science education has sharpened the awareness of the variations in quality and participation associated with urban and rural, the privileged and the poor, and gender differences. Available evidence on the levels of achievement in science and technology suggests that scientific literacy and technological operacy are still distant goals.
- 1.3 Despite its wealth in brain power, Zimbabwe has failed to come up with its own brand of technology. With the majority of our population being rurally based, we need to come up with technologies suitable for rural development.

- 1.4 Zimbabwe and other developing countries are failing to produce competitive finished products for the world markets. As a result, the exportation of raw materials has continued to be a major disadvantage as these do not fetch much in world markets. Our education system can make a significant contribution towards improved production methods and product quality and thus increase national competitiveness through an emphasis on technology.
- 1.5 There are many reasons for scientific and technological deficiency. These include inadequate problem diagnosis, lack of skilled curriculum developers, unsuitable teaching methodologies, insufficient resources for effective implementation, persistent shortages of trained science teachers due to the teacher-loss to industry where remuneration is decent, and ineffective planning. Economic austerity within the framework of structural adjustment programmes, has placed severe constraints on the already meagre resources available for education. Science education, as one of the most expensive areas of the curriculum, has become vulnerable to the effects of the unavailability of funds.
- 1.6 New technologies of production and access to information are beginning to permeate all areas of society. Greater and greater proportions of the labour force are being or will soon be employed in occupations where scientific literacy and technological operacy are marked advantages. Since scientific and technological competence and understanding are requirements for a growing number of professions, it is appropriate and strategically important to undertake a review of the issues raised in the planning, teaching, and learning of science and technology.

## **2 CURRENT SITUATION**

- 2.1 Science education in Zimbabwe permeates the various levels of education, that is: Primary, Secondary, Colleges and University. At primary school level, science is offered in form of Environmental Science. At Z.J.C. level General Science is offered. This includes basic aspects of Biology, Chemistry and Physics in their rudimentary forms. At 'O' level there are options such as ( a) Extended Science which integrates Biology, Chemistry and Physical Science and (b) Physical Science, Chemistry and Human and Social Biology are taken as separate subjects. 'A' level students take Physics, Chemistry and Biology. Colleges of training and universities offer science in various forms according to requirements of



disciplines. For example, there is Botany, Chemistry, Physics, Biology, Pharmaceutical Science, Engineering Science, Computer Science and Geological Science.

- 2.2 There are efforts to improve the delivery of science education in schools.

## **Science Education**

### **The Zim-Science Project**

- 2.3 In an endeavour to improve the teaching of science by providing a sound science education in the rural schools, most of them without electricity, the Government launched the Zimbabwe Science Project which came complete with kits, with the possibility to replenish them.
- 2.4 This project provided children in rural secondary schools with a meaningful science curriculum and ensured sustainable participation in science education for the majority of the country's secondary schools. Evaluation reports maintain that given a good administration and distribution structure, the Zim-Science approach can perform just like the traditional system. Indeed many traditional schools are switching to Zim – Science because they find it more sustainable. The Zim Science project has increased the interest in the development of science education in Zimbabwe. This project has received wide acclaim internationally to the extent that the World Bank has used it in its educational redevelopment projects in other countries. Botswana has implemented a similar model using kits purchased from Zimbabwe. In 1979, Zim-Science won the UNESCO Jon Amos Comenius Award for excellence in innovation in the teaching of Science. One wonders if this great invention is protected by patents and copyrights.
- 2.5 The greatest problem facing this innovative project is the attitude of some school heads and parents who view it as a weak substitute for the traditional grammar school science education and are therefore not committed to the project. They are overly engrossed in the pie-in-the-sky in the form of traditional science laboratories.

### **The Quest Program**

- 2.6 Quality Education in Science Teaching (QUEST) was designed to decentralise in-service training courses and empower teachers to make decisions about issues that affect them at school level.
- 2.7 Quest in-services teachers through the cascade model of skills transfer where trained resource persons manning district resource centres train heads of science departments. These teachers in turn train teachers in their departments. Quest thus provides teachers with a forum for sharing ideas and discussing problems.
- 2.8 Seventy seven science district resource centres were established. These are managed by two trained science advisers who, among other things, fund-raise and determine the needs in their districts with the intention of looking for ways through dialogue and workshops of addressing them.

The Quest programme caters for the lower secondary, that is, from Form One up to Form Four teachers.

### **The SEITT Program**

- 2.9 The Science Education Inservice Teacher Training programme is yet another staff development organ which caters for 'A' level science and mathematics teachers. The SEITT has established resource centres managed by science advisers. The advisors write usually have a Diploma in Science Education awarded by the University of Zimbabwe.

SEITT also offers a forum for 'A' level teachers to interact, share ideas and in most cases solve problems faced by otherwise isolated science teachers.

- 2.10 There is a concerted effort to introduce computers to all schools in Zimbabwe. A World Bank project is in progress to install Computers throughout the country. This project is housed at the Audio Visual Services (AVS) department of the Ministry of Education, Sport and Culture. If administered and implemented transparently and equitably, this project will propel the education system well into the cyber era.

## **The Better Environment Science Teaching (BEST)**

- 2.11 This is the bed-rock of science teaching at primary school level. The programme has led to the writing of a new Primary Science syllabus and in-servicing of teachers, heads, District Education Officers and Education Officers. BEST has been piloted at district level and has gradually spread to other districts in the country. Its advantage is that it uses the environment as the laboratory for biological and physical sciences.

The conceptual framework and implementation of the project is led by Zimbabwe while the funding is provided by G.T.Z.

- 2.12 A major weakness of the programme is that adequate steps have not been taken to secure local funding in the event of the donor moving out. This is a clear opportunity for private sector participation and funding.

## **The BEPAZ Programme**

- 2.13 Business Education Partnership of Zimbabwe (BEPAZ) is a partnership forged between Ministry of Education and the business community to promote Technical – Vocational Education in the school system. Business contributes money which is used to enhance teaching and training in areas with a Technical – Vocational bias. This they do through such programmes like the school on the shop-floor and teacher placement which are intended to expose both secondary school students and their teachers to the world of work in general, and to a new technology in particular.

## **Technology Education**

- 2.14 Technology education in Zimbabwe is a new concept which is not well developed. The country offers technical subjects at Secondary school level and in training institutions. Training institutions such as colleges and universities are currently progressively introducing technology disciplines.
- 2.15 At Secondary school level a few schools offer Computer Studies. Generally most schools teach technical subjects such as Wood Technology, Metal craft, Technical Graphics and Building. Colleges and

universities offer electronics, computers, engineering, science technology, textile technology, wood technology and others.

Several programmes have been introduced to improve the delivery of technology education.

### **Information and Communication Technology**

- 2.16 The allocation of time on the school timetable shows a bias in favour of science and technical subjects. Whereas the humanities and arts subjects are allocated four periods of 40 minutes each per week, the time for science and technical subjects varies from school to school. Basically the science and technical subjects are allocated more time than other subjects.

## **3. FINDINGS**

- 3.1 Literature with the Ministry of Education Sport and Culture, and in particular with the Curriculum Development Unit claims that the current primary school curriculum is designed to establish a firm mathematical, scientific and technological base. However, evidence indicates that there is very little science education and no elementary technical or technological training offered at primary school level.
- 3.2 Evidence shows a disparity of participation in Science and Technology along gender lines, especially at higher levels. The 1996 'O' level National Examination results by subject show that, in November 1995

5062 boys and 84 girls sat for wood work

3003 boys and 21 girls sat for metalwork

564 boys and 399 girls sat for physics

A comparison of colleges and university statistics for 1995 and 1998 shows that though females were less in science and technical fields as compared to males, their numbers increased by 1998 as Table 1 below shows:

**Table 1**  
**Gender Balance in Science and Technical Fields**

Field	1995		1998	
	Male	Female	Male	Female
<b>Technical Colleges</b>				
Automotive Engineering	1 475	61	1 594	115
Construction Engineering	396	57	565	98
Electrical Engineering	834	149	1 223	182
Wood Technology	64	1	189	8
Mechanical Engineering	1 324	72	1 807	115
<b>All Universities</b>	1995		1998	
Industrial Technology	66	1	659	43
Science	239	110	557	275
Veterinary Science	20	6	94	24
Computer Science	23	0	129	21

*Source : Ministry of Higher Education and Technology*

- 3.3 School heads and teachers have ascribed the poor attention given to sciences to the numerous and unplanned subjects by donor or NGOs. Such subjects include sexuality and gender issues, AIDS awareness and child rights.
- 3.4 It is also evident that teachers themselves have not been trained to teach science. There is a mismatch between curriculum development and teacher training. Some teachers who are expected to teach primary sciences have never studied any science subject at either the school or at college. In addition, there has been a brain drain of Science teachers to industry because of poor remuneration in the teaching service. Aggravating an already desperate situation, textbook development for the primary school has tended to be armchair rather than being research-led. There are no science or technical textbooks for the primary school other than irregular materials circulated by the Curriculum Development Unit. Some of these circulations are imported manuscripts that have been reproduced wholesale after substituting Shona/Ndebele names for English/American names.
- 3.5 Several stakeholders have expressed their desire to see science and technology being made the bed-rock of our education system. They want to see technical subjects and computer literacy introduced in the entire

education system and especially that teachers are computer literate. The science subjects must be conceptually introduced at primary level, linking it with everyday life. The university fraternity want every undergraduate programme to include basic science and technology courses.

### 3.6 Several suggestions for the improvement of resources were advanced

- Old laboratory equipment can be dismantled and the parts used to innovatively build other equipment
- Polytechnics and universities should build science laboratory equipment for schools
- Promote the writing and production of science fiction materials
- Make use of “The Third World Academy of Science Spare Parts” programme. Equipment can be sourced from them at shipping costs

### 3.7 In other countries such as South Africa, France and Germany there is a subject called Design and Technology which is multidisciplinary and borrows from such subject areas as Mathematics, Science, Technical Graphics, Art, Textiles, Metalcraft and Wood Technology. The role of this subject is to

- encourage innovativeness
- provide opportunities, materials and equipment for creativity
- develop innate talents in young children who are still uninhabited using basic resources available in the local environment such as wire, scrap metal, waste paper, basketry straws, clay, plastics, strings and others
- develop open and artistic attitudes in children
- encourage originality in children and develop courage to venture into new things

## 4. COMMENTS

### 4.1 The ability of a nation to maintain a competitive edge in the twenty first century will depend on the extent to which it uses science and technology.

Science instils methodical problem solving skills in pupils as well as imparting an analytical world outlook. A scientific world outlook

transforms pupils from being fatalistic objects to being agents of economic development and social advancement. As citizens they should grasp modern technology and use it in a meaningful way for self advancement and economic growth.

- 4.2 The growth of the national economy depends on modern production technology and its efficient and economical management. The era of prosperity for nations that trade in primary commodities is over. Even gold is no longer that valuable. Indeed, we see companies that market science and technology attracting earnings that surpass the gross domestic product of several countries with large gold reserves. Software manufacturing companies are a case in point.
- 4.3 There has been a lot of debate on the best way to use science and technology education as a tool for economic growth and social development. The choice is between specialisation by a few talented pupils and the massification of science by all pupils in the education system. History shows that the countries which have chosen the massification strategy have succeeded in scientific and technological advancement. The so called “Asian Tigers” like Malaysia, Singapore, Korea and Japan have demonstrated this feat. The specialist approach, as applied in Africa, has failed to propel the relevant economies into the scientific and technological era.
- 4.4 Quality science and technology education requires qualified teachers, laboratories, textbooks, facilities and equipment. These requirements constitute a very tall order for Zimbabwe which has to provide Science education to a large population with very limited resources. As a result, a lot of innovation is called for in order to satisfy the people’s aspirations.

In the formulation of a science and technology policy it is necessary to clarify the following issues

- Whether it is intended to establish a science based industry in all sectors or to introduce science and technology in selected fields
- The choice between innovation driven by basic research and that based on borrowing and adaptation
- The role of the design and control of new technology

- The extent to which developments of new technologies affect policy and educational reforms
- The relationship between national policy on science and technology and the education and training policy

4.5 Industry is a major stakeholder in science and technology education. Industry could therefore contribute by providing shop-floor training, facilitating industry visits for pupils to see the world of work, making donations to schools as well as manufacturing materials and equipment locally.

Industry could promote local inventions and sponsor innovations and creativity awards.

### **Technology education**

4.6 School science has often been criticised for being too abstract, academic and having a weak relationship with the outside the world of pupils' experience. It is viewed as failing to lead to personal and collective empowerment with respect to urgent practical problems. In an ideal economic environment, technology can be accorded its own curriculum time while in harsh economic times technologising the science curriculum may be more realistic.

4.7 Practical activity in science education

- Fulfils the stated objectives of science teaching, especially those related to inquiry and discovery
- Is necessary because Science is essentially experimental
- Is justified on psychological and pedagogical grounds and
- Has positive effects on educational outcomes that can be empirically verified

4.8 The integration and relevance of content from real – world problems that relate to development often do not have their basis in only one science discipline. At lower education levels, the commodities in aims and objectives between science subjects are far greater than the differences, especially where these relate to cognitive skills rather than content.



- 4.9 The basic objective is to respond to a diversity of pupils' interests, allow them to test their potentiality and at the same time enabling them to create their own individualized pathway into further education and employment.
- 4.10 The Commission has observed the existence of numerous projects that address a common discipline but are supported and funded by different donor agencies. The Commission is concerned by the lack of co-ordination between these projects resulting in a duplication of effort which often creates conflict on the field. A case in point is the number of projects in the likes of BEST, QUEST, SEITT and BEPAZ which try to improve the teaching, delivery and learning of science and technical subjects.

### **Language Issues In The Provision Of Primary And Secondary Education**

- 4.11 The choice of the language in which science is provided in schools has been debated in most countries where major international scientific languages are not the medium of instruction.

Local evidence has been presented suggesting the use of Zimbabwean indigenous languages in the teaching of science.

- 4.12 Some research on learning and achievement in science as well as in other subjects seems to indicate that children tend to learn more easily at school and perform better if the language of instruction and learning used is their mother tongue (Caillods F. et al 1997).
- 4.13 Results from research on learning and testing in a second language suggest that often it is the language that is predominantly being tested rather than the skill in science.
- 4.14 It may also be that students using a second language have not acquired basic concepts in their mother tongue and may accumulate learning difficulties in science.
- 4.15 In Korea, Malaysia, Thailand, Japan and for a majority of students in the Latin – American countries studied, primary and secondary science is provided in the mother tongue.

- 4.16 The process of national development requires a set of guiding principles that provide direction to a nation's ethos. Policy guidelines constitute the rudder that steers the ship of state in the desired direction.

As we approach the next millennium in which all human endeavour will be knowledge driven, it has become very critical that our nation acquires the technological skills to be able to stand up to the impending threat of unimpeded market dominance by developed economies. An attempt to drive the ship of state into the future without technological preparedness is to attempt to drive a car under zero visibility with lights off.

- 4.17 The technological deficiency challenge must be responded to by the correct policy provisions. These provisions require that our educational policy recognises the importance of science and technology in national development. With such a policy, the country will design teaching curricula that adequately ground the respective students in scientific subjects for subsequent training in technological skills.

Developments in S and T are occurring at a very rapid pace. Without the requisite technology policy provisions, we are unable to respond to the panoramic changes in technology with the appropriate speed. Strategists in the planning field have observed that if the changes external to one's organisation outpace the response rate of changes within one's organisation, that spells the end of that organisation.

- 4.18 There are a number of measures that must be taken to meet the contending technological policy challenges. One of these measures is to adopt policies that ensure that there is an appropriate environment for technological innovation. This applies to the provision of both infrastructure and equipment for the conduct of scientific work.

It must be noted that S and T undertaking is a contact sport. It requires physical contact between the scientist and the project at hand. This is why scientists must be provided with the best set of equipment to execute the assigned tasks.

- 4.19 Though the Ministry of Education, Sport and Culture, in its official documents with CDU, claims that the current primary school curriculum was designed to establish a firm scientific and technological base for the learner, evidence available indicates that there is very little science

education and no elementary technical or technological education which is being offered at the primary school level. While the current environmental science lays some foundation in science education in the pupils, it does not have sufficient depth and breadth to prepare the child for modern scientific thought and development. As for the technological base, there is hardly any to talk about. Technical or practical subjects were in the process of being phased out. The technical subjects are dying a natural death at many schools as teachers who leave teaching are not replaced. Only elementary Woodwork and Home Economics were being offered at few schools across the country. There is, therefore, real need to revamp the primary science curriculum and strengthen its technical or technological education base. The Commission suggests the introduction of Design and Technology, an all-embrasive subject area, to cater for this deficiency

- 4.20 While the inclusion of emerging issues or present day problems like Human Rights, AIDS Awareness and Population Education into the Curriculum does tend to overburden the school curriculum, it cannot be accepted that this affects the sciences more than other subjects. Emerging issues are not included as separate subjects but are integrated into existing subjects which retain their time allocation. What is indisputable, however, is that the science and technical subjects need to be given more prominence and emphasis in accordance with the growing importance of science and technology in our lives.
- 4.21 The training of primary school teachers does not take into account the curriculum that they will be called upon to teach. Many primary school teachers have either not done science or have failed it at 'O' level. Such teachers cannot be expected to offer much leadership, guidance and assistance to their pupils in this subject.
- 4.22 To compound the problem of poorly prepared teachers, suitable textbooks for the primary school science and technical subject are in short supply. Those that are available are not written by subject specialists. Most are not well researched. Every effort should be made to encourage subject specialists to undertake research and write textbooks, not only for the primary school but for the secondary and tertiary levels as well.
- 4.23 The submission by many stakeholders that science and technology have become the foundation stone of education cannot be disputed. While

supporting the view that every pupil should be introduced to science, basic technology, and information and computer technology from an early age, the Commission is not oblivious of the financial implications. The Commission's view is that it is more prudent to incur the costs of equipping the schools for science and technological education now and reap the fruits tomorrow than to wait until the cost is prohibitively high. Both parents and industry should be encouraged to contribute towards science and technological education.

- 4.24 The idea of introducing Design and Technology should be pursued vigorously. In addition to its inexpensiveness, it has the added advantage of receiving much and ready support from Commerce and Industry in the form of waste materials. Besides, there will be no need for specialist teachers, yet the project will yield the desired results – the promotion of innovation and inventiveness in the field of technology.
- 4.25 The vocationalisation of the curriculum is both necessary and desirable. Government must provide the leadership and spearhead the introduction of technical as well as information and communication technology education in all schools at the earliest possible moment. Since most of the schools are located in the rural areas, it is imperative that the development of rural technology and the rural electrification programme are facilitated and speeded up. This will enable the schools to embark on science and technological education more meaningfully and successfully.
- 4.26 Though evidence shows that the number of females taking Science Technology in Schools, colleges and universities are lower than those of males, the Commission appreciates the increase in female enrolments between 1995 and 1998. There is need however to continue to promote equitable participation of both sexes by infusing a scientific and technological culture in all people through formal and informal channels of education.

## **5. CHALLENGES**

### **The New Science Teacher**

- 5.1 The information explosion has changed the role of teachers. In the traditional approach, the teacher was the sole source of information and the centre of the teaching process. This role is changing to that of a facilitator with the learning process being centred on the pupil.

The transformed role of the teacher means that the teacher training programmes need to change to prepare teachers for their new role. Teachers will need to know new technologies.

Teachers in the new millennium will be expected to utilise the power of the computer and communication technologies in their teaching delivery.

### **District Science Resource Centres.**

- 5.2 Due to the high cost of science teaching requirements, not all schools will have the requisite resources. There is, therefore a need to set up centres of excellence to service clusters of schools in districts. These centres will serve as clearing houses for technical equipment as well as providing for in-service training for teachers through workshops for teachers and students.

Special equipment such as high level computers, powerful microscopes and oscilloscopes could be set up and shared by a number of schools which would otherwise be forced to drop science courses due to lack of equipment.

Resource centres could provide access to cyberspace. Further, they could develop databases on various science topics such as botany, zoology, ecology, environment and weather patterns. The information so collected could be used by the community for agricultural planning, environmental consideration and development of geographical information systems.

### **Science Exhibitions**

- 5.3 School science projects done in groups or individually will be able to produce ground scientists and inventors. In this system, it will be necessary to emphasise not just the outcome of the project work but the benefits of cooperation work without which meaningful scientific research is impossible.

It is important to give incentives to talented and inventive pupils by conducting young scientists' exhibitions, Olympiads and other science based competitions. A registry of achievements and inventions should be kept to facilitate popularisation and further development of the projects.

## **Need for a Science Policy**

- 5.4 Currently there is no official Science and technology policy document in the country.

## **6 RECOMMENDATIONS**

In view of the many challenges cited above, the Commission recommends that

- 6.1 The nation comes up with a specific science and technology policy which must be backed up by political will and resources
- 6.2 All teacher trainees and other university undergraduates should study basic science courses of part as their programmes
- 6.1 All schools, commencing with rural schools, must be electrified to facilitate the establishment of both computer and science laboratories
- 6.2 The syllabus for science subjects, computer studies and technical subjects need to be reviewed and vigorously implemented
- 6.3 District resource centres should be established throughout the country and resource sharing must be encouraged
- 6.4 Science exhibitions and competitions be strengthened to promote scientific thinking and creativity among the youths
- 6.5 Institutions of higher learning should be used as resource centres for science teachers especially for in – service courses and workshops
- 6.6 As a rule, available science equipment and personnel (in schools, colleges and universities) must be shared across the board to ensure maximum utilisation of scant resources
- 6.7 There be a promotion of co-operation with industries to make education and training relevant to the advances in technology which industry is always the first to adopt

- 6.8 Government should synchronise donor supported projects especially when they address the same problem or undertaking. The numerous projects on science and technical subjects would have an advantageous impact on the teaching of science and technical subjects if they were made to assist and improve the ZIM-SCI programme
- 6.9 A scientific and technological culture be infused in all people through formal and informal channels
- 6.10 Design and Technology be introduced in Basic Education to promote a scientific and technological culture
- 6.11 Science and Technology museums be set up
- 6.12 There be a public recognition and respect for inventiveness

## CHAPTER 22

### VOCATIONAL AND TECHNICAL EDUCATION

#### INTRODUCTION

1.1 The main terms of reference (TORs) that provide the Commission with a framework for Vocational and Technical Education and Training are

- *review the philosophy, content and thrust of formal, adult and non-formal education with a view to equipping students for higher skill careers of the future (TOR 2.1.1)*
- *recommend strategies that relate the education system to employment in the private and public sectors and that impart education for life and self-employment (TOR 2.1.3)*
- *recommend strategies that ensure that physical education and sport are offered in all educational institutions and that the subjects are vocationalised and broaden the base for employment creation” (TOR 2.1.5)*

*advise on the feasibility of establishing financial resource generation initiatives that involve greater participation by the private sector in the education and training system (TOR 2.3.2)*

The first three TORs articulate the need for imparting suitable and appropriate skills to students for employment. The second TOR (that is 2.1.3) brings in the concept of self-employment which featured frequently in both oral and written evidence to the Commission. TOR 2.3.2 brings in an issue at the core of the review process – how to finance a revamped education and training system.

1.2 Vocational and technical education and training (VTET) is intended to develop skills that can be used in a specific occupation or job. The objectives and content of the curricula in these programmes are derived from occupational standards, or more directly, from analysis of the tasks that are to be carried out on the job. The effectiveness of the curricula



can thus be measured by the extent to which trained persons perform in the world of work.

- 1.3 In terms of this report vocational education and training is taken to mean any education and training offered with the specific objective of developing pre-defined skills. The education and training may be formal or informal, and may be offered at institutions set up specifically for that purpose, or in schools which include some skills training in available programmes. Vocational preparation offered in schools that devote at least half of their curriculum to occupationally specific theory and practical courses is called “vocational education” or “vocational schooling”. Training of technicians is called “technical education” and generally occurs at post secondary institutions such as polytechnics. Vocational training is a generic term for programmes that prepare skilled workers in courses whose credits cannot generally be transferred to institutions of higher education.
- 1.4 Vocational and technical skills are acquired through conventional training, in-service and upgrading programmes. Pre-employment training is the major path to a skilled job.

Some skills are acquired through in-service training provided by the employer. Many workers receive multiple types of training, and others receive additional formal training – institutional or on-the-job even after completing formal college courses. Sectoral training is a major vehicle of developing various skills. These include sectors such as agriculture, mining, nursing, telecommunications and the armed forces.

The Commission’s recommendations are intended to build on much that has already been accomplished and to add flexibility and responsiveness to user needs and effectiveness.

## 2 CURRENT SITUATION

### Legal Status

- 2.1 Vocational and technical education and training (VTET) is provided within the framework of several Acts of Parliament. These are the National Manpower Planning and Development Act (1984 and 1994) and

the Zimbabwe Manpower Development Fund Act (1991). The former superseded the Manpower Planning and Development Act (1968) and the Vocational Education and Training Act of 1978.

2.2 The Manpower Planning and Development Act of 1994 empowered the Minister for Higher Education and Technology to promote vocational and technical education and training through the establishment and development of institutions for the production of qualified professional manpower, the co-ordination and standardisation of technical or vocational education, the control and standardisation of professional qualifications, and the provision of a service to develop teachers for vocational and technical (VOCTEC) education and training.

2.3 The Act also established the National Manpower Advisory Council (NAMACO) whose members were to be appointed by the Minister. NAMACO was mandated by this Act to carry out the following

- to investigate and make recommendations on any matter affecting national manpower development and training and
- to advise the Minister on a range of matters related to manpower development for the economy

In terms of this Act, NAMACO was given a lot of power, exercised through the Minister, to influence VOCTEC education and training in this country. However, as shall be seen from the evidence, the implementation as perceived by stakeholders, is rather disappointing.

2.4 The Act confers on the Minister, after consultation with Council, authority to designate trades or occupations for apprenticeship training. Through this authority, the Minister has direct influence on the certification, qualifications and conditions of service and training of apprentices.

2.5 Zimbabwe Manpower Development Fund (ZIMDEF) was established by the Zimbabwe Manpower Planning and Development Act of 1984 (No. 36 of 1984). The ZIMDEF Fund's continued existence was confirmed under the 1994 Manpower Planning and Development Act.

2.6 Section 48 of the Manpower Planning and Development Act (1994) confers on the Minister, as trustee of ZIMDEF, broad powers as to how he may use the fund, or any of its assets.

2.7 The Ministry of Higher Education and Technology deals with the following categories of training

Apprenticeship Training

Institutional Training

Upgrading Training and

On-the-job Training.

2.8 Currently, vocational and technical education and training is offered by some secondary schools, polytechnics, vocational and technical colleges, youth training centres, universities, the private and professional institutions. Progression from certificate through diploma to university levels is not well defined and hence transferability from one institution to another is impossible.

All successful participants in training get skills certificates after passing a trade test for their area. Trade testing is conducted by the Trade Testing Division.

2.9 The major functions of the Trade testing Division are

- Trade Testing and certification of skilled workers who work in designated trade areas
- assessment of foreign trained skilled workers
- development of theory and practical tests

Trade testing is conducted through the participation of various stakeholders who make different inputs to the process. The major stakeholders are

- National Employment Councils. These set the conditions of service and wages for the skilled workers

- Employer Organisations. They provide experts for both the development and marking of tests. They also provide trade testing facilities, and they release candidates for trade testing on full pay. In addition ,they set job profiles and standards
- Employee organisations who contribute experts for development and marking of tests
- National Trade Committee which comprises members from the employers, employees, institutions, industrial training office and public sector
- ZIMDEF meets some of the expenses of trade testing such as examination fees and travel and subsistence for testing officers, National Trade Test Committee meetings and members allowances. ZIMDEF also provides some of the equipment for trade testing and provides consumables for trade tests as and when required. The trade testing candidates pay their fees to ZIMDEF

The Trade Testing Division conducts about 6 000 tests annually, though they can go up to 9 000.

- 2.10 In support of all these activities NAMACO has been given the task of developing and implementing a Zimbabwe Occupational Standards Framework.

The main stakeholders are expected to be the Higher Education Examinations Council (HEXCO), National Employment Councils (NECs), schools, colleges and universities, the Curriculum Development Unit (CDU) as well as companies and employment agencies. A tripartite policy and decision making structure is in place and operational.

The Minister of Higher Education and Technology has granted NAMACO executive powers to carry out the following functions

- designate trades and occupations
- establish and review occupational profiles
- accredit courses
- accredit private training institutions
- establish and review a comprehensive national manpower database

- 2.11 Some of the outputs of NAMACO which are of major interest are the development of occupational standards for all key sectors of development, examination bank development, career guidance and job grading. These are used by curriculum developers, examiners, training providers and NECs.

### 3 FINDINGS

#### Secondary School

- 3.1 Respondents suggested the introduction of a vocational and technical training system similar to the former F2 system which focused mainly on a vocationalised curriculum but was scrapped at Independence for political reasons, despite its value in imparting skills to students. They further said that government schools which continued to offer vocational and technical skills training after Independence were scaling down this training due to financial constraints. They complained that there were very few vocational subjects offered at A Level. By and large, private schools still continued to have a strong component of vocational education, offering Metalwork, Woodwork, Art, Aviation, Computers, Accounts, Economics, Agriculture, Technical Graphics, Home Economics and other subjects.

#### Vocational And Technical Colleges

- 3.2 Respondents argued that lack of standardisation of training disadvantaged learners in terms of recognition of qualifications and progression from one level of training to another.
- 3.3 People said that vocational and technical training was offered by a variety of ministries, a situation which led to lack of synchronisation of courses due to lack of proper coordination.

Respondents maintained that some of the government ministries that offer training were not in the business of education. As a result, this deprived those institutions of professional attention as education was not the core business of the parent ministries. Some agricultural institutions expressed a wish to belong to the Ministry of Higher Education and Technology. It was reported that most National Affairs Youth Training Centres operated by the Ministry of National Affairs were operating below capacity.

Mountview Youth Training Centre in Marondera was not operating because the farming machinery and equipment were taken away for personal use by prominent individuals.

Respondents said that duplication between Youth Training Centres administered by the Ministry of National Affairs, Employment Creation and Co-operatives and Vocational Training Centres by the Ministry of Higher Education and Technology was a waste of national resources.

- 3.4 The organisation and management of VTET was perceived by stakeholders as rigid, bureaucratic, centralised and not relevant to the changing demands and needs of the economy. Employers argued that technical colleges were not flexible enough to offer upgrading courses for their workforce and expressed displeasure at the refusal of some college and university engineering graduates to perform manual tasks.
- 3.5 Views were expressed to the effect that the administration and management of colleges should not be centralised in the Ministry of Higher Education and Technology.
- 3.6 The Commission discovered that repair and maintenance of equipment and facilities in colleges was generally poor. Government policy currently prohibits repairs of machinery and equipment by the colleges themselves even if they have the capacity and know-how. Colleges have to call the Ministry of Local Government and National Housing to replace geyser elements in bathrooms even if they offer electrical engineering as a course. Tractors and other farm machinery in Agricultural Colleges are owned and serviced by the Central Mechanical and Equipment Department. Agricultural Colleges said that this was a drawback to their operations.
- 3.7 Stakeholders pointed out that considerable resources in government training institutions were deflected into non-core business such as the provision of hostel and canteen facilities. Furthermore, the quality of training was also compromised by lack of state-of-the art technology. It was alleged that technical colleges were lagging behind industry so much in technology that graduates have to be retrained after completion. Private sector representatives pointed out that their efforts to supply colleges with various useful technologies were being frustrated by red-tape and high import duty as well as sales tax.

Machinery procurement procedures of ZIMDEF are cumbersome and inconsistent. In addition, principals stated that spending patterns of colleges were frustrated by the Ministry of Higher Education and Technology Head Office staff some of whom have very little knowledge of operational realities of colleges.

- 3.8 The Commission found out that Vocational and Technical colleges have very few ambulatory facilities that are appropriate for disabled and blind persons. In addition, there was under-utilisation and inadequate use of facilities. Some colleges have workshops which are currently lying idle while they turn away thousands of deserving applicants. At Gweru Technical College the Commission witnessed a situation where a whole block of hostels was lying empty because the Ministry had not procured beds for students.
- 3.9 The National Vocational Training Centres, established by the Ministry of Higher Education and Technology were said to be seriously under resourced, poorly staffed and poorly managed. Some of these vocational training centres which the Commission visited were in various states of decay and disrepair. The grounds were unkempt and the equipment neglected. Guyu, which is one of the newly established VTCs, was visited by the Commission. Students were attending lectures while sitting on bricks. They had no machinery, equipment and resources. The hostels had no beds. Some tutors were underqualified for their job.
- 3.10 It was alleged that most decisions affecting the development of technical colleges were made at the Head Office of the Ministry of Higher Education and Technology, rather than at the colleges. College Advisory Committees had not been granted the decision-making status.

This was confirmed by the consultancy on the Relevance of Vocational and Technical Education which argued that there was inadequate delegation of operational authority to institutions by the Ministry of Higher Education and Technology.

Therefore, stakeholders such as local advisory boards, NAMACO and the private sector expressed the view that they exerted only peripheral influence

in vocational and technical education and training. College issues were dealt with by clerks at Head Office.

- 3.11 At a workshop, private sector representatives said that linkage between industry and vocational and technical colleges is weak in terms of
- defining the skills demand of employment
  - determining the most appropriate technologies to be taught
  - imparting correct work ethics including time-keeping and teamwork
  - determining criteria for assessing the performance of lecturers
  - flexibility of curricula content to cater for the needs of industry
  - expectations of industry from college projects, and
  - joint programmes and other activities
- 3.12 The Commission noticed that there was very little applied research in Technical Colleges. Especially missing is research related to rural technologies. The thrust of our current vocational training system is the production of academics with white collar mentality. As a result, it produces graduates “who do not want to make their hands dirty”, one respondent observed.
- 3.13 Stakeholders said that there was no comprehensive policy framework or strategies to encourage the increased participation of the private sector in training.
- 3.14 Lecturers admitted that they had little knowledge about requirements of industry as they lacked exposure to industrial operations. In addition lecturers said they lacked sufficient appreciation of the operations and specific needs of businesses in the informal sector.
- 3.15 Polytechnic lecturers said that they were not well equipped for creative teaching due to lacked of staff development programmes. It was argued that the student attachment programme does not bring maximum benefits since it was not well regulated. Industry views student attachment as a favour and source of cheap labour. Views were expressed that lecturers should also be attached to industry in a well planned and carefully managed programme.



- 3.16 The consultancy on the Relevance of Technical and Vocational Training stated that the vocational and technical curricula is reviewed every 5 years. The whole system is so formalised and inflexible that it does not accommodate the changing skills, training requirements of industry and the needs of the informal sector. No regular account is taken of the actual market demand when choosing areas of training.
- 3.17 Lecturers pointed out that the curriculum, assessment and certification system did not cater for innovative approaches such as multi-skilling and competency-based training. Project proposals, management and evaluation constitute a major component in engineering courses. However, the business skills developed through Development Studies are not effective enough to produce graduates capable of job creation and entrepreneurship.
- 3.18 Some respondents alleged that our graduates still want to seek employment even if they have useful practical skills. Another weakness identified during visits is lack of established structures, concepts and procedures for effective career guidance, counselling and planning. Some college graduates leave campuses on completion without the slightest idea of what exists out there and what they can do to survive.
- 3.19 It was observed that few and limited areas are currently being trade tested due to lack of market analysis. Trade testing officials suggested that expansion and publicity of trade testing could be beneficial to the informal sector which requires skills testing in various proficiencies such as art, sculpture, bicycle, TV and radio repairs, shoemaking and interior decor.

Most technical colleges admitted that they did not make regular studies of the local industrial orientation, as a result they were unable to respond to small market niches and opportunities required by the informal sector. They attributed this to lack of funding and too much control by MOHET Head Office.

- 3.20 Some college lecturers and students claimed that large numbers of textbooks were either bought or donated but they were not used optimally because there is no policy for asset identification and transfer. There were no clear procedures for exchanging library books and assets between institutions.

In addition, colleges admitted that there was no mechanism to facilitate transfer of books and assets that were oversupplied or were not used from one college to another where they could be needed. For example, some valuable latest editions of non-engineering professional textbooks were gathering dust at Harare Institute of Technology while students at Harare Polytechnic who needed them could not access them.

Some colleges revealed that they had old machinery in storerooms while the newly established Vocational Training Centres have no machinery at all for some of their disciplines.

The consultancy on the Relevance of Vocational and Technical Training pointed out that this problem is compounded by the fact that the costs of different training models were probably never properly calculated. There is therefore no relationship between budgeting and the real cost of training.

Furthermore, some respondents expressed the concern that available resources were not used optimally because training colleges were under-utilised. Some colleges did not use their facilities to offer short courses such as bookkeeping, management, small scale business tips, tie and dye, bookbinding, basic electric repairs and computers.

- 3.21 The Commission realised that most private colleges like Speciss and the Zimbabwe Distance Education College (ZDECO) fully utilise their training facilities and resources as they run sessions till around 2000 hours. These are flexible enough to offer short intensive courses for multi-skilling which are relevant and convenient to industry, despite the critical shortage of machinery.
- 3.22 The Commission observed that informal sector training is largely neglected. There are very few informal sector training models like ISTARN and Hlekweni and these are funded mainly by donors.
- 3.23 The Commission's visits showed that rural people seeking access to training are more disadvantaged than their urban counterparts. Rural training centres are generally less equipped and resourced compared to urban ones.
- 3.24 Evidence from both the public and private sectors highlighted the apparent lack of transparency in the use of ZIMDEF funds. Private sector

representatives argued that it was wrong to invest ZIMDEF funds in real estate while technical colleges faced a critical shortage of up-to-date machinery. Colleges feel that procurement procedures of ZIMDEF are cumbersome and inconsistent. In addition, ZIMDEF does not fund short intensive courses for multi-skilling which are relevant and convenient to industry. These courses would make colleges more accessible to industrial workers.

- 3.25 The Commission observed that some non-governmental vocational and technical colleges have fundraising activities related to their training. Mount Hampden and Danhiko institutions have vibrant production and repair units which help develop strong links with industry. Their activities include on-site displays and the marketing of products and services.
- 3.26 Visits to technical colleges revealed that there was inconsistency in the application of the policy of cost recovery and engagement in income generation by institutions. Tuition, examination and other fees are unrealistically low compared to the actual cost of these services. Both these issues have contributed to institutions being inadequately funded which has resulted in the decline of standards.
- 3.27 The private sector is concerned about the absence of tax rebates or incentives for investments they make in training. Various industries have provided scholarships, equipment, funds and other resources. In addition, they support various training institutions including the School of Mines and the Leather Institute.
- 3.28 Lecturers said that they feel let down because the administration and management of Vocational and Technical Colleges leaves a lot to be desired. Key administration personnel in colleges lack management and administration skills required to effectively run modern, dynamic training institutions. Some administrators lack the required technical orientation that can help them develop a vision for the future, it was alleged .

Head Office bureaucracy tends to restrict rather than facilitate operations. Some principals alleged that several creative projects which would have helped colleges to generate more funds and to engage in useful joint ventures with industry have failed because it takes six months to receive a response from Head Office.

3.29 Recruitment procedures into Vocational and Technical Colleges are not transparent. Respondents observed that there is a great deal of corruption resulting in the selection of students who lack maturity, direction and the right job ethics. Vocational training experts said that rural pupils have a serious problem because the Integrated Science syllabus they follow lacks depth in terms of content and hence does not prepare them adequately for technical courses.

Access to technical training is limited by the 5 'O' level entry requirement and the demand for a pass in English Language. Many students who have an interest and aptitude for technical training are disadvantaged by the elitist entry requirements.

3.30 In the process of gathering evidence the Commission visited many VOCTEC institutions. However, a few were selected for presentation for their special characteristics.

### **ISTRAN in Masvingo**

ISTRAN (Informal Sector Training and Resource Network) is a joint venture between the Governments of Zimbabwe and Germany and is implemented by the Ministry of Higher Education and Technology and the G.T.Z. It operates from Masvingo Technical College.

The project attempts to address the needs of the Informal Sector by creating employment opportunities. It is a pilot project which tests innovative ways of addressing unemployment through the development and support of the Informal Sector. It addresses all factors and aspects that affect the Informal Sector such as skills (both technical and business), financing, marketing and others.

Small Scale Business Advisors advise small scale business operators on various requirements of entrepreneurship such as pricing, marketing, and bookkeeping.

Informal Sector operators join the association and receive the following services

- lobbying for support of their ventures
- the tool hire scheme which provides state-of-the-art machinery to

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- the tool hire scheme which provides state-of-the-art machinery to operators
- the tool hire purchase scheme
- bulk buying of raw materials for operators so that they collect the materials from a convenient local warehouse
- Identification of business opportunities

### **Mwenezi Development Centre**

3.31 This is a community based and run informal sector rural training centre (donor-funded). It focuses on employment creation through small scale irrigation, carpentry, black smithing, clothes design, pottery, arts and crafts.

After the initial training there is

- follow-up of ex-trainees to check progress
- provision of on-the-spot technical advice
- provision of tools and materials
- There is no formal qualification. This is an indigenous training programme which is responsive to ecological and other local environmental conditions

### **Hlekweni Training Institute (Near Bulawayo)**

3.32 It provides training for informal sector operators such as small-scale business operators and club chairpersons. The following are some of the programmes offered

- Diamond Mesh Machine and fence making

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- Diamond Mesh Machine and fence making
- Vegetable and fruit growing
- Poultry
- Black smithing
- Knitting and Crocheting
- Baking
- Arc and Gas welding
- Carpentry/Building
- Metal Work
- Livestock farming

There is no entry requirement.

On completion, graduates are

- given donor-funded equipment for their trade worth about \$7 000 and protective clothing
- Followed up for monitoring. Some graduates are in business, others are operating in Botswana and South Africa as entrepreneurs and the rest are in formal employment

### **Danhiko College (Harare)**

3.33 This is a well-equipped college through donor funding targeted at the disabled. It offers vocational courses. It has the following unique features

- Good promotional activities and exhibits in display rooms
- Fundraising activities which are tied to teaching.
- Production Units that repair televisions, radios and other appliances
- Close linkages with shops and wholesalers
- The Clothes Design and Technology Institute (CDTI) operated at Danhiko and was donor funded (Danish Government). The donor pulled out of Danhiko following a misunderstanding and donated the CDTI to the government. However, there was no successful transfer as Danhiko administrators resisted the relocation of the machinery used for training. The case is being handled by the courts

### **Universities**

- 3.34 Respondents from industry pointed out that NUST graduates performed better in employment than those from other Universities. NUST has closer links with industry which facilitates the input of industrial requirements in the university curriculum. Generally, it was argued that graduates lack appropriate skills required by the Zimbabwean economy due to insufficient exposure to the real world of business. In addition, the Commission was told that graduates have the white collar job mentality and lack skills for entrepreneurship.
- 3.35 Respondents argued that huge proportions of university budgets came from Government, yet universities have the capacity to generate a great deal of funds through various activities and services. The Commission was further informed that the private sector felt that universities lacked financial transparency. The balance sheets of our universities are not published, hence the reluctance of companies to donate funds.
- 3.36 The Commission found out that some diploma holders have been denied entry into local universities due to lack of synchronisation of qualifications.

- 3.37 Respondents argued that our universities continue to churn out large numbers of graduates in Politics and Administration as well as Bachelor of Arts Degree operating at a tangent with market requirements. The following programmes which are needed are not offered: Viticulture, Permaculture, Fine Arts, Estate Management and Evaluation and some specialist courses in Medicine.
- 3.38 The public was concerned about lack of some relevant courses related to agricultural product processing. The whole field of Food Processing was said to be not well supported. There were no wine training (viticulture) and no fruit canning and vegetable preservation courses. The processing of local products for local and export markets such as a “macimbi/madora”, wild fruit for local and foreign markets and others is not offered as a discipline.
- 3.39 Health fruit juices have to be imported yet all the fruits are available locally.
- 3.40 It was felt that affordable and useful tobacco farming and technology short courses which are available in South Africa could be made available locally. Currently, there is one private tobacco training institute in Zimbabwe which is inaccessible to most indigenous tobacco farmers because of the high fees of \$100 000 per term.

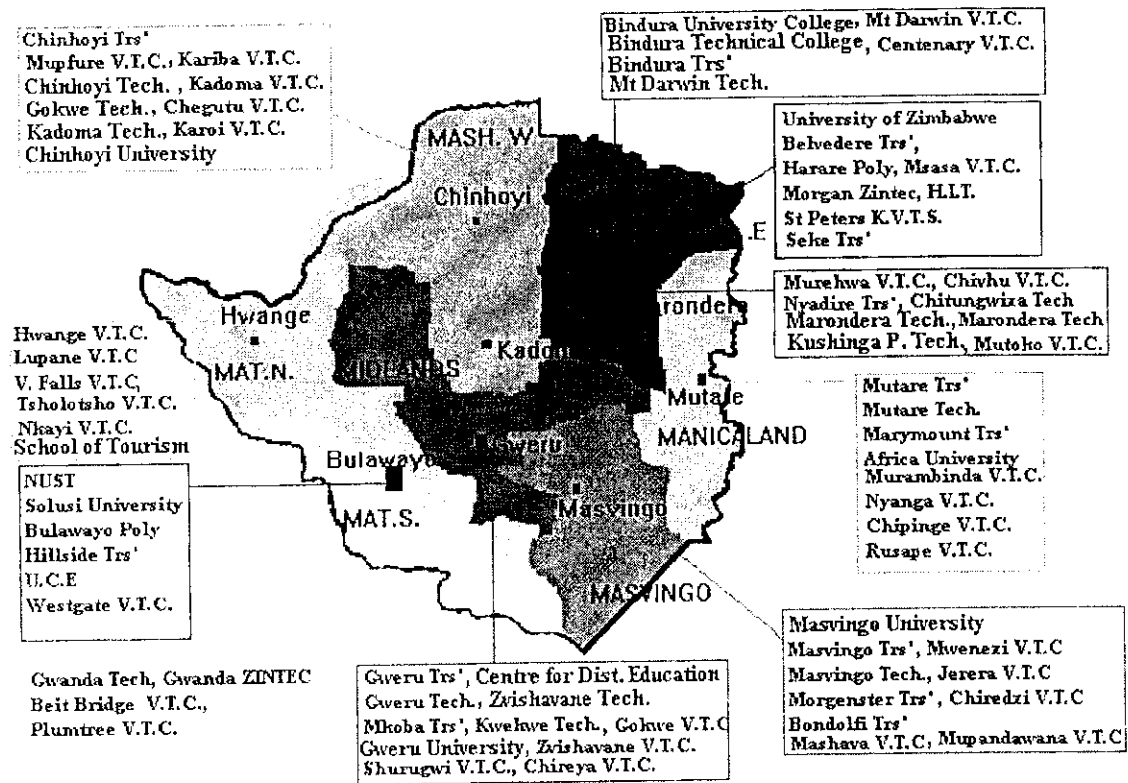
### **Vocational Training Centres**

- 3.41 The Ministry of Higher Education and Technology has embarked on a programme of establishing vocational training centres across the whole country. Courses/subjects on offer are identified by Management Boards. These include business studies, radio and TV repairs, dressmaking and carpentry.

The map below shows the distribution of vocational training centres in Zimbabwe.



## EXISTING AND PROPOSED TERTIARY INSTITUTIONS BY 2020



*Source: Ministry of Higher Education and Technology*

## External Evidence

- 3.42 Foreign visits showed a trend of moving away from a purely academic curriculum at all levels.

In Germany, pupils combine training received in the company 3 or 4 days a week with vocational school training.

- 3.43 This dual system is notable for a smooth transition from school to work, cost sharing among enterprises and the Government. They offer high quality, flexible programmes. Alternatively, there are full-time vocational schools. At school level, vocational education is combined with general education.

In the UK, pupils who do construction in schools are affiliated to the Construction Training Board and receive recognised City and Guilds qualifications.

- 3.44 Training in most countries visited is coordinated by Ministries of Education but real executive power is vested in National Training Authorities which are autonomous through legal entities. These authorities determine.

- the training curriculum, definition of skills areas,
- accreditation quality assurance and
- examinations

In Germany, training is controlled by the chambers of the various industrial disciplines. In New Zealand, there is the New Zealand Qualifications Authority.

- 3.45 Cooperation between VECTEC Education and Training and Industry is well structured and organised in some countries visited.

- In the UK, Education Business Partnerships are facilitated through Training and Enterprise Councils which monitor the labour market, promote cooperative activities, help ensure business growth and provide linkages with various stakeholders

- In Australia, the Foundation for Australian Manufacturing helps pupils to form competing companies and organise various industry-education linkages

3.46 Quality assurance in some countries visited is well organised and efficient

- In the Netherlands, there is a National Inspectorate which supervises institutions and communicates its findings to the Minister
- In Mauritius, education and training administrators receive professional training to sharpen their management skills
- In the UK the quality of university teaching is assessed by a government agency

3.47 The education and training curricula in other countries have these valuable features

- Enterprise education is intergrated into the curriculum, for example in Australia
- Design and Technology is learnt from infant levels to University to facilitate absorption into the job sector at various levels for example in France and the Republic of Korea
- Science is taught using application to the local environment for relevance rather than theoretical science for example in Japan
- Education and training caters for the specific needs of the local community as well as general needs of the nation, through a decentralised education approach

## 4 COMMENTS

### Secondary School

4.1 Estimates put the number of unemployed and/or underemployed at between 2.4 and 3.0 million. This is largely because the secondary school system did not equip them with the requisite skills. Any effective policy on manpower development should address the issue of how these unproductive citizens can be given skills to transform them into productive Zimbabweans.

- 4.2 The commission is recommending a new education structure for Zimbabwe to address people's concerns on the need to equip pupils with survival skills and competencies. Some technical and vocational subjects such as Design and Technology, Technical Drawing, Physical and Health Education, Information and Communications Technology, Accounts, Home Economics, Music, Art and Drama will be offered as part of a broad-based curriculum at Basic Education Level. The new education structure puts greater emphasis on vocational skills and provides progression lines to higher specialist levels.
- 4.3 There is an obvious need to develop a long term national vision for human resources development to provide skills in areas with a potential for entrepreneurship such as
- Information and Communication technology
  - Tourism
  - Electrical installations and repairs
  - Clothing technology and design
  - Horticulture

### **Teacher Education, Vocational And Technical Training**

- 4.4 The Commission observed that the situation where many ministries are involved in the delivery of education and training causes problems of bureaucratic chains, poor co-ordination, difficulties in scheduling projects and differences in appreciating the significance of the projects.

The multiplicity of ministries involved in the provision of VTET has both advantages and disadvantages. Among the advantages are

- ministries could treat vocational and technical education and training as both a process and strategy in the delivery of their programmes
- there could be greater concentration and focus in the curriculum and syllabuses in line with the core business of the ministry

Some of the disadvantages are

- there could be a lack of professional management of skills training centres
  - there could be little standardisation in the terms and conditions of service of the staff
  - standards in equipping the skills training institutions could differ across ministries
  - there could be unnecessary duplication of scarce resources
- 4.5 In the Commission's view, it would be useful to create a coordinating body for all training in Zimbabwe.

The Commission witnessed far too many institutions where furniture, equipment and other assets were in a state of disrepair. Policies and strategies that promote the proper maintenance and repair of equipment and other assets are imperative if the country is to reap the rewards of the considerable investments in the infrastructure.

- 4.6 High import levies make it difficult for the private sector to donate equipment to skills training centres. While the Commission appreciated the need to raise revenue, it is necessary that this need is balanced against the need to develop productive human resources.
- 4.7 Though the appropriate statutes confer a lot of decision making powers on various stakeholders, in practice decision making is centralised in the two Ministries of Education. This results in skills training centre staff and boards being demotivated. Decentralisation should be carried out in earnest, granting real powers to institutions.
- 4.8 Links with industry are weak. Though representatives of the private sector sit on the college boards, the practical linkages do not extend much beyond this and the attachment of students. The Commission is of the opinion that dynamic and evolving linkages between the colleges and industry should be mutually beneficial.
- 4.9 The Commission commends the trade testing programme of the Ministry of Higher Education and Technology. This programme's effectiveness could be enhanced by integrating it in skills training.

4.10 Since the Commission was informed in no uncertain terms that the private sector was not happy with what they regard as lack of transparency in the use of ZIMDEF funds, it suggests an improvement in the handling of such funds. Since government requires the private sector as a partner in the financing of education and training, this evidence is worrying as it could dampen the latter's participation.

4.11 The Commission was impressed by those colleges or institutions which raised some funds by selling products made by students. This is a good and effective way to supplement their budgetary allocations.

The funds so raised could also help to update machinery in Vocational/Technical and Teachers Colleges.

4.12 Since teachers and others gave evidence to the effect that they would like to see Information and Communication Technology introduced in all teachers' and technical colleges in preparation for the information age, the Commission feels that this programme should be speeded up. Experience elsewhere in the world has shown that ICT can help alleviate the shortage of reading materials in schools through the accessing of educational programmes on the internet. The envisaged Zimbabwe Academic and Research Network could provide a database of locally produced learning and teaching materials and should also help provide updated periodicals for vocational and technical education.

4.13 For accessibility of vocational and technical education and qualification the Commission is of the view that the current requirements are too rigid and can be improved by

- widening the scope of trade-testing to cover more areas that benefit the informal sector such as upholstery, beauty and cosmetic skills areas, aerobics - health and fitness, interior decor, architecture, tailoring, crafts, professional cookery, music and fine art
- introducing flexible entry requirements in colleges

4.14 After wide consultations with the public and professional bodies the Commission appreciates the introduction of a flexible curriculum development and delivery system that caters for the local environment

and future expansion. Education and training should not be seen as parallel entities . The curriculum should integrate the two so that pupils can closely relate their education to their circumstances and their future. They should know why they learn about specific phenomena. Zimbabwe can draw from the German training model where training is interdisciplinary and multi-disciplinary.

Lecturers work in teams of five for example, to develop and construct a staircase there is need for a mathematician, an engineer, a builder, an architect and others. This thematic teaching approach means that various skills are learnt in a real environment of application.

4.15 To achieve greater relevance, the Commission feels that Colleges and universities should closely collaborate with communities and industry. College departments should intensify cooperative ventures with industry such as research work and consultancy. In addition, colleges should facilitate and promote

- short-intensive modular courses
- curriculum innovations
- competency based learning
- entrepreneurial training
- communal sector training
- project oriented learning
- learning for leisure

This will address the concerns of the Zimbabwean population about the critical paucity of short skills-based, part-time learning models that empower the already employed people in various ways.

4.16 The relevance of our training system to our socio-economic requirements was questioned by many. It is the Commission's view that the following should be considered as strategies

- Zimbabwe should learn from the Japanese example where science is not taught as pure theoretical science but as applied science in schools and colleges. This approach encourages creative thinking

by integrating theory and technology innovations from industry and the community.

- Since information and communication services jointly constitute the most powerful infrastructure for globalisation, Zimbabwe needs to create a pool of professionally trained scientists and engineers who will spearhead national developments in these areas, including the development and export of software.

It is the view of the Commission that current college training is rather confined to the classroom and industrial exposure through attachment is very limited. In addition, it will be useful to integrate industrial examples and business and entrepreneurial skills into the curriculum.

- 4.17 Trade associations, lecturers, the informal sector, professional bodies, the community and students should be involved in the curriculum development process. They could inject ideas on how the vocational technical curriculum can include cooperative projects, investigative learning, the use of ICT, problem solving and general economic awareness.

The Commission believes that the entire assessment and examination system at all levels needs revisiting to develop creativity and original thinking in pupils and students. It should focus on problem solving through case studies, original thinking through problem - based questions and critical thinking through analytical questioning methods.

- 4.18 The Commission's view is that a positive public policy is needed to foster dialogue and stakeholder participation in education and training. This would ensure that education and training is linked to the needs and demands of industry and commerce. Consequently this would allow a mix of market forces and state planning and hence increase the relevance of education and training. There is need for

- a mix of state and market skill requirements
- a combination of long-term employment training and short-term job related training
- more competency based assessment



4.19 From its findings, the Commission discovered that industry and commerce were eager to participate fully in education and training. The Government could encourage private sector participation through a number of measures, examples of which are

- allowing tax incentives for donations
- ensuring transparent, efficient and effective use of ZIMDEF funds
- giving greater publicity to donations given to VTET

4.19 The Government should be commended for putting in place a legal and policy framework which introduces a firm foundation for skills training in the education and training system. Initiatives such as NAMACO embody tripartite cooperation between government, employers and the workers. NAMACO, however, is not yet a noticeably visible player in vocational and technical education and training. This may be because it had hitherto no executive powers. It also does not cater for vocational and technical subjects at secondary school level.

4.20 Some complaints from the respondents to the Commission were that most technical and vocational training colleges duplicated each other's efforts in terms of programmes offered yet there are various other qualifications that the nation requires which were not offered.

The Commission recognises the value of various programmes which are not available and some which are not handled as well as they should be.

- Traditional Art and Design should be developed by curriculum experts and other stakeholders. It should be taught in colleges by Art experts to give students a national identity and to encourage the artistic exploitation of the local environment
- Professional training in Drama, Music and other performing Arts should be made available in technical colleges or through the establishment of the Zimbabwean School of Arts to address the current weaknesses of our local artists in terms of realism, creativity, projection and others

- The following programmes are required urgently and should be considered a priority in technical colleges
  - a. Solar power technology
  - b. Electronic Engineering which is not offered to sufficient numbers of students
  - c. Cellular Technology, which has already been approved for introduction by the Ministry of Higher Education and Technology
  - d. Architecture, offered in low enrolments
  - e. Quantity Surveying, offered to very few students.

4.21 The Commission learnt with regret the circumstances surrounding the Danhiko Clothing and Design Technology centre where personal interest overrode national interest. The department is of immense value to the nation and its demise is a drawback to national development. The Commission recommends that the government resolves the matter urgently so that this department and its equipment are made available to the public.

4.22 To achieve a successful vocationalisation programme, vocational teacher preparation is critical at all levels. Competitive teachers' salaries and other conditions of service would attract people with various useful skills into the field. People with practical industrial experience would be most appropriate as they can demonstrate their skills for the benefit of students. The link between industry and training needs to be strengthened for effectiveness. Respondents suggested that technical experts from industry should teach and demonstrate certain specific competencies in colleges and universities and share ideas with full-time lecturers.

Secondment of teachers to companies would be necessary to update them on what is happening in industry. In addition, they need exposure to the informal sector for the purpose of developing relevant programmes for this sector.

- 4.23 The Commission is anxious that facilities for vocational and technical education and training are extremely inadequate and more so to meet the needs of the recommended education model. During its investigations the Commission found out that there was shortage as well as inequitable distribution of textbooks and technical equipment in secondary schools and vocational and technical colleges. It is essential to put in place a strong inspectorate system that will liaise closely with ZIMDEF and ensure that all training institutions are equipped with up-to-date training machinery. It is the Commission's recommendation that customs and excise duties which affect the importation of educational equipment and materials be waived to facilitate the supply of these commodities.
- 4.24 The visit to most colleges of higher learning revealed that procedures for purchasing, maintaining and repairing machinery are so cumbersome that most colleges were hampered from carrying out these important functions. Both the Ministry of Higher Education and Technology Head Office and ZIMDEF red tape procedures have resulted in serious difficulties in procurement. The Commission also gathered that 81% of tertiary finance is spent on salaries. Very little is spent on equipment and research. This trend seems set to continue as the 1999 budget of the Ministry of Higher Education and Technology shows that from the Ministry annual allocation, only 2 percent is allocated for general maintenance, furniture and equipment. This meagre allocation explains why colleges are under-resourced.
- 4.25 The Commission is concerned about the critical shortage of educational literature in a country which is rich in intellectual power. Writing workshops for teachers can be organised for courseware, journals and textbooks based on original researches. With proper incentives, local intellectuals are capable of producing high quality work for technical programmes in schools and colleges.

The Commission appreciated the ongoing computerisation programmes for schools, colleges and universities as this has a great potential for improving educational delivery through

- the introduction of ICT as a subject in its own right from primary school to university
- the use of computers and other technologies in the delivery of courses in various subject areas

### **Universities**

- 4.26 The Private Sector observed that local universities are inflexible, failing to respond to local developmental needs. A visit to the universities by the Commission revealed that university training programmes could benefit from a more aggressive liaison with industry. Both the UZ and NUST are making rapid strides to address the needs of industry.
- 4.27 The idea of establishing science and technology parks though expensive is practicable and necessary. The Commission recommends that universities play a more active role in establishing such parks in collaboration with industry.
- 4.28 The Commission commends the introduction of the African Virtual University programmes at the UZ and NUST. This facility is essential as a source of data in a dynamic global environment due to
- need for multiskilling
  - demand for a knowledge - based workforce
  - intensive international competition
  - changing technologies and competencies
  - need to constantly improve products and services, and
  - the value of sharing ideas and information among international universities

The Commission appreciates that the programme is in its pilot stage during which it uses foreign courses. It is hoped that in due course local scholars will develop courses in collaboration with international experts.

- 4.29 In response to people's concerns about unclear channels for advancement in training, lack of recognition for some courses, and inability to transfer qualifications across institutions, the Commission suggests that a flexible,

market oriented, decentralised organisation in which all stakeholders participate should be established to manage the entire vocational and technical education system. A National Training Council (NTC) could be set up to design, develop and manage the system.

4.30 In addition, some of its responsibilities could be

- career guidance in vocational and technical colleges
- the national database for labour market information and opportunities
- the National Creativity Award, to give recognition to innovation
- alignment of all training by the uniformed forces, health, forestry, universities and various ministries and establishments
- organising education fairs to enable schools, colleges and universities to exhibit

4.31 Ultimately, the NTC should not only be responsible for vocational and technical training but also for vocational and technical education in schools, Teacher Education, University programmes as well as externally accredited courses: the whole range of training from high school to post-graduate level.

The NTC could incorporate the existing National Qualifications Authority, whose role would be to

- define the competencies or outcomes which a given unit of training should impart to the student
- define a framework within which specified courses are given by colleges
- ensure consistency of curriculum both vertically and horizontally in the vocational and technical education system
- define the routes to certification in particular skills which should involve not only formal training but other combinations of institutional training and work experience
- assess and credit vocational and technical qualifications awarded outside the Zimbabwe National Qualifications Framework.
- ensure consistency of curriculum, assessment and certification

- co-ordinate sector committees which design and vet training programmes making them relevant and responsive to their areas

4.32 The newly established NQA would implement and continually review a National Qualifications Framework. The National Qualifications Framework could be based on a system of credits for learning outcomes achieved to help develop more systematic curriculum, definitive assessment and certification procedures for education and training.

4.33 The creation of a single national qualification framework facilitates the recognition of all learning, integration of curriculum between the education and training system, the portability of credits across education and training delivery sites and progression to higher levels of learning, regardless of the site in which credits were previously attained.

4.34 There must be strong links with the labour market through annual labour market surveys conducted by the NQA to ensure that skill enhancement feeds through to increase labour productivity. This reinforces the idea of a demand driven training system, responsive to skill needs of a rapidly changing economic and technological environment.

4.35 The Commission notes the existence of sector boards. It therefore recommends that these sector boards should ensure relevance and responsibility to the needs of the economy by

- setting occupational standards for trades and professions
- defining training outcomes
- identifying and defining training needs within the sector
- accrediting training providers
- providing certification
- providing partial funding through the National Training Fund

Sector Boards may in future develop into industrial and commercial chambers.

4.36 The NTC should define the minimum requirements for membership in sector boards to ensure that the boards are composed of highly competent people.

4.37 College management boards which have been established in all vocational and technical institutions should be vested with adequate real powers to

- effect formal and informal market relevant training programmes
- ensure proper financial management
- obtain resources from various sources
- control intake and output according to real market demand
- promote locally appropriate curricula for employment purposes
- monitor and evaluate the general performance of the institution and its outputs

## **5 CHALLENGES**

- 5.1 There are 2.6 million unemployed Zimbabweans who represent 21,3% of the total population and 64% of the employable population (E. Bloch). Education should make a contribution towards solving unemployment by providing a variety of training opportunities tailored to meet various needs by creating people who want to make a difference and not those who feel that the world owes them a living.
- 5.2 Zimbabwe needs a new training policy to meet the challenges of the new millennium. The vocational training system and framework must be set up to promote training as a way of life and to inculcate lifelong training as part of the national vision.
- 5.3 The challenge the nation faces is one of training educators in ICT and making them versatile by achieving proficiency not only in their fields of specialisation but also in other related fields. To meet the challenges of globalisation, Zimbabwe should create a pool of information and communication experts.
- 5.4 Vocational and technical training should make a meaningful contribution to rural development.
- 5.5 The development of the communications infrastructure and rural electrification is a challenge towards national development.

## 6 RECOMMENDATIONS

- 6.1 The Commission is recommending a new education structure for Zimbabwe that vocationalises education to familiarise pupils with vocational and technical skills at Basic Education level and lay the foundation for specialisation at post-basic level.
- 6.2 For a successful vocationalisation programme, there is a need for a national campaign to reorient the nation to the dignity of labour, and professionalise all jobs.
- 6.3 The Trade Testing function should cover a wider range of competencies required by both the formal and informal sectors.
- 6.4 The Commission recommends that Zimbabwe National Chamber of Commerce's Junior Chamber Programme promotes and develops entrepreneurial skills in high schools through small-scale income generating projects.
- 6.5 The Commission recommends that Government revives and promotes the Young Scientist exhibitions programme with the assistance of the private sector .
- 6.6 The Commission recommends that NAMACO be transformed to a National Training Council to coordinate and monitor all vocational and technical training that currently falls under various sectors.
- 6.7 The Commission recommends the development of a systematic familiarisation programme on operations of vocationally and technically oriented sectors for all pupils during basic education.
- 6.8 The Commission recommends the development of procedures and legal instruments that operationalise industrial attachment as a formal component of the vocational and technical programme in post-basic education and training.
- 6.9 Regular labour market research, tracer studies and projections on future human resource needs should be done by the NTC so that training reflects labour market realities.



- 6.10 The ISTARN Training Model which provides market oriented training and support services for the informal sector, should be adapted and replicated nationally by the intergration of its activities within formal training institutions.
- 6.11 Zimbabwe vocational and technical educators should form the Zimbabwe Technical Institute of Teaching and Learning to spearhead professionalism, and promote research and development of technical disciplines.
- 6.12 A national tax incentive scheme is recommended to increase private sector investment in education and training as this would benefit vocational and technical development.
- 6.13 It is recommended that ZIMDEF be converted into a National Training Fund administered by the envisaged NTC.
- 6.14 An autonomous NTC should be established through an Act of Parliament to provide technical management services.
- 6.15 The Commission recommends that the needs of the disabled be given special consideration in vocational and technical training in terms of facilities to cater specifically for their needs, provision of courses that take into account their abilities and assessment systems that address their survival and economic needs.
- 6.16 The Commission recommends that a national inventory of educational resources be established and modalities for intersectoral and interdepartmental sharing be worked out for optimum utilisation of resources.
- 6.17 Transparency should be exercised in the selection of students for vocational and technical training.
- 6.18 Government should design strategies that further facilitate the entry of males into female dominated areas, and females into male dominated sectors of the economy.

- 6.19 Colleges and universities should organise mentoring sessions where college undergraduates share ideas on vocational and technical training with pupils.
- 6.20 Training institutions, particularly government ones, should design short-term courses and programmes that ensure that street and other disadvantaged children have access to some form of training for survival.
- 6.21 Facilities and equipment in Vocational Training Centres and Youth Training Centres should be brought under a single ministry and improved to provide quality training in rural areas. These centres could also be utilised by the vocationalised secondary school system for practical subjects like Metalwork, Woodwork and Home Economics.
- 6.22 Vocational and technical colleges should be empowered to raise their own funds and make concrete transparent decisions on their use.

## SECTION C: PROFESSIONAL TRAINING AND HIGHER EDUCATION

### CHAPTER 23

#### THE TEACHING PROFESSION

##### INTRODUCTION

- 1.1 In any education system, teachers are the most important resource after the pupils they teach. It is teachers who make the difference. It has been noted that no education system can be better than its teachers. While many factors have been identified as contributing to the poor performance of education the problem has to a great extent been attributed to unsatisfactory or variable teacher performance and commitment.
- 1.2 In a UNESCO study by Thompson (1995) on the utilisation and professional development of teachers, four major problems were cited as leading to unsatisfactory performance by education systems. These are
- Necessity of engaging untrained teachers as a result of rapid expansion in education provision
  - Difficulty of retaining better qualified and more experienced teachers in the profession, and in the schools. This has led to high rates of staff turn-over and an uneven distribution of quality teachers
  - Poor teacher morale leading to absenteeism, neglect of responsibilities and lack of application to classroom duties
  - Difficulty in recruiting the more able products of the schools into the teaching profession
- 1.3 Teachers are being required to work under increasingly complex conditions which they have to deal with. Their over-all working conditions are being influenced by dwindling financial resources. They are required to deal with pupils of varying backgrounds with different abilities and disabilities. The teachers' work environment is becoming more and more challenging as a result of changing life styles, the rapid expansion of knowledge and the advances in information and communication technologies.
- 1.4 Many education programmes, let alone reform programmes have not succeeded simply because policy makers did not take into account the

centrality of the teachers who implement the programmes on the ground. The Report to UNESCO of the International Commission on Education for the Twenty-first Century (1996:146) made the following observation on the teacher:

*“He or she, to be effective, must draw upon a broad range of teaching skills, as well as on human qualities of empathy, patience and humility, as a complement to authority. When a child’s or adult’s first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning will be built will be unsound”.*

## 2 CURRENT SITUATION

- 2.1 Teachers are currently trained by the Ministry of Higher Education and Technology for deployment in schools under the Ministry of Education, Sport and Culture. The report will examine whether this arrangement meets the needs of the user Ministry.
- 2.2 Teachers are either “qualified” or “unqualified”. Unqualified teachers are holders of ‘O’ level qualifications, normally for primary school teaching, or holders of ‘A’ level qualifications in relevant subject areas for secondary school teaching.

### **Teacher Qualifications**

- 2.3 The majority of Zimbabwean teachers hold a post O-level Diploma in Education or Certificate in Education as the diploma was called in 1992. In the primary schools there is a number of old qualifications. They are Primary Teachers Lower (PTL) (or Teachers Certificate Grade 4 (T4), Primary Teachers Higher (or Teachers Certificate Grade 3 (T3) and Teachers Certificate Grade 2 (T2). Through encouragement from the ministry most of those teachers now have the required five “O” levels including English Language. However we still have a sprinkling of such teachers without five ‘O’ levels. A number of teachers and administrators in the primary sector are now degree holders. The greatest number of graduates is found in secondary schools. However there are still uncertificated graduate teachers.

- 2.4 The number of unqualified teachers in the secondary sector is decreasing. There are still some who are holders of a Certificate in Agriculture or a non-teaching diploma. The largest number are holders of a diploma in Education.

### **Teacher Education – Conventional Colleges**

- 2.5 Primary school teachers are trained in eight conventional colleges, five government and three non-government. Secondary school teachers are trained in five government teachers' colleges. Most of the lecturers, at colleges are recruited from secondary school. At the moment the system has no special induction courses for teacher educators.
- 2.6 Generally, training programmes run for three years. The first year is residential when trainees receive lectures in Principles of Education and methods of teaching. The second year is spent in schools when students will be applying skills learnt at College. During teaching practice, students from conventional colleges do not have full charge of classes. They receive monthly allowances. During teaching practice students are supervised by school heads and class teachers, as well as visiting college – based lecturers. Assessments by visiting lecturers are given greater recognition.
- 2.7 Gweru Teachers College and Hillside Teachers College admit holders of 'A' level qualifications who complete the course in two years. The teaching practice for those trainees lasts one term. Belvedere and Chinhoyi Teachers' Colleges specialise in technical subjects and their courses take four years to complete.
- 2.8 Two colleges, Gwanda and Morgan offer training through distance education (ZINTEC). Students are at college for two terms during which they receive intensive lectures on general education and teaching methods. They are then deployed to schools where they will take full charge of classes. The course lasts for four years. Students spend the last term at College when they will write their final examination.
- 2.9 All applicants for teacher training are required to have five "O" level subjects including English Language passed at "C" grade or better. Soon after independence, a pass in English was not considered necessary. However the pass in English Language has been restored.

- 2.10 All teachers' colleges are affiliated to the University of Zimbabwe, which awards the Diplomas in Education at the completion of the course. It is the University that approves various courses of study that colleges develop and submit for approval. There does not seem to be any uniformity in the courses offered and examinations set by Colleges.

### **Recruitment for Teacher Training Colleges**

- 2.11 Each College recruits its own trainees. Applications are invited through the press. Each College normally receives thousands of applications. Usually large numbers are invited for an interview, where an interview fee is paid. Only a limited number will be offered places.
- 2.12 University students who intend to become teachers are required to follow studies in at least two teaching subjects. They may do the Graduate Certificate in Education soon after completing degree studies or they can do the course part-time while in the teaching service.
- 2.13 Holders of a Certificate in Agriculture who have taught for at least two years may apply to join either Gweru Teachers College or Belvedere Teachers College for a year's training which would make them Teaching Diploma holders. Only those recommended by the Ministry of Education, Sport and Culture will be admitted.

### **Probation**

- 2.14 Newly qualified teachers are appointed on probation for two years, after which they automatically become established officers if they have not had an adverse report. Education Officers used to visit schools to assess probationers for permanent appointment but they could not cope. On their part, teachers used to work diligently to ensure that they succeeded in getting permanent appointment. Teachers used to receive letters of confirmation. Currently there is no communication to say they have succeeded or not.

On appointment, teachers are placed in their salary scales according to qualification and experience. They are expected to rise, in their respective scales, from teacher to senior teacher on the basis of performance assessments done at school level.

2.15 At present, teachers who seek promotion have to leave the classroom to take up supervisory and administrative roles as heads of schools or Education Officers. However, attempts are now being made to introduce parallel progression, where competent teachers are recommended for higher salaries while they remain in the classroom.

### **Retirement Age**

2.16 Teachers and heads of schools retire at the age of 65 years. Other officers in promotion posts retire at 60 years. Any officer may go on early retirement at 55 years of age.

### **Grading of Schools and Heads**

2.17 Schools, and therefore heads, are graded according to number of teachers in the case of primary schools and number of pupils in the case of secondary schools. Currently there are three grades

	Primary	Secondary
Grade 3	up to 5 teachers	up to 599 pupils
Grade 2	6 to 14 teachers	600 to 959 pupils
Grade 1	15 teachers and above	960 pupils and above

The Commission got to know that the discussion on the grading of primary and secondary schools was on-going.

A revision of the grading of secondary schools has been proposed by the Ministry of Education, Sport and Culture as follows

<b>Grade</b>	<b>Urban</b>	<b>Rural</b>
IV	'O' level day school with less than 200 pupils  Schools for disabled, day or boarder	'O' level day school with less than 150 pupils  Schools for the disabled day or boarding
III	'O' level day school 200 – 499 pupils	'O' level day school 150 – 399 pupils
II	Boarding School with less than 600 boarders  'O' level day school with 500 – 799 pupils	Boarding School with less than 500 boarders  'O' level day school with 400 – 599 pupils
I	'O' level boarding school with at least 600 boarders  'A' level school  'O' level day school with at least 800 pupils	'O' level boarding school with at least 500 boarders  'A' level school  'O' level day school with 600 pupils

This regrading has been approved by the Public Service Commission but it has not yet received Treasury concurrence.

**2.18** The system offers opportunities for teachers to up-grade their qualifications through full time courses at universities. That can also be done through distance education. Salary increments are granted for improved qualifications.



### 3 FINDINGS

#### Recruitment

- 3.1 Recruitment of teachers is currently regarded as selection of teachers into teacher training colleges. Once a teacher has passed his/her teacher training course he/she is guaranteed of a job. Recently some secondary school teachers have been deployed in primary schools.
- 3.2 In the secondary sector respondents have pointed out that uncoordinated nature of recruitment has led to a situation where there seems to be no identification of subject areas where teachers are scarce. There has not been sufficient co-ordination between the Ministry which trains and the Ministry which utilises teachers. The Commission heard that this has resulted in teachers trained in some subjects failing to secure vacant teaching posts and in many teachers settling down to teach subjects for which they were not trained.
- 3.3 The Commission's findings are that there is general suspicion and disquiet on the way students are recruited into Teacher Training Colleges. There is a widespread belief that the recruitment procedures not only lack transparency, but are riddled with corruption. Indeed a few cases have come to the courts. Respondents and Principals of teachers colleges have complained of undue pressure from politicians forcing them to accept students who normally would not withstand the tough competition. There are reports of influential people demanding quotas in various colleges.

Respondents have called for transparency in recruitment and the setting up of clear criteria for recruitment. People praised the transparency in the criteria used in Sixth Form selection where there is also a large number of applicants for very few places. Respondents have suggested, tightening of the selection criteria.

- 3.4 Trained teachers are reluctant to work in remote areas. When the Ministry of Education delayed the recruitment of unqualified teachers to primary schools in January 1999, schools in deprived areas suffered as the majority of their teachers were untrained. This has led many districts to demand for their

own teacher training colleges. Some respondents have called for targeted recruitment from disadvantaged areas.

- 3.5 The Ministry of Education, Sport and Culture announced that from the year 2 000, new teachers will have to seek for vacancies on their own. They also explained that Heads of schools will be responsible for selecting teachers. While teachers generally feel they should choose their own schools, the Commission's findings showed that they are divided on the issue of Heads recruiting teachers.

There are those who fear nepotism and favouritism whilst others say Heads are in the best position to select the most suitable teachers. There was a suggestion that committees should be responsible for recruitment of teachers.

### **Teacher Education Curricula**

- 3.6 At present there are no prescribed teacher education curricula. Each Teachers' College drafts its own curricula which are submitted to the University of Zimbabwe's Department of Teacher Education for approval. The same procedure applies to examinations set at colleges. People interviewed by the Commission have pointed out the following shortcomings in the curriculum for pre-service education: lack of

- knowledge on special needs education
- remedial teaching, information and communication technology
- knowledge of mother tongue of the children taught
- creativity and culture of research.

In addition the lecturers and teachers felt the curriculum in teacher training colleges should be standardised. While all syllabuses are approved by the University of Zimbabwe, lecturers in colleges felt the University tends to approve diverse courses resulting in some colleges giving their students what could be called easy, watered down options.

Primary school teachers have called for subject specialisation in the primary school. They point out their inability to handle music, physical education, mathematics and science.

## **Professionalism of Teachers**

- 3.7 There was an overwhelming number of respondents concerned about the lack of professionalism of some teachers. In certain cases there were vehement protestations as it was observed how errant behaviour on the part of some people could tarnish the image of the whole teaching force. What was noticeable through-out the whole exercise was that teachers themselves professed that there were “some rotten eggs” amongst them.
- 3.8 Respondents pointed out that some teachers are no longer professionals that teachers were once known to be. It was reported that there are too many teachers who lack a work ethic and are not devoted to their work. Many parents and traditional leaders pointed out that some teachers would absent themselves at the slightest excuse. Even pupils pointed out that some teachers did not honour their teaching appointments. Older respondents often referred to yester year when teachers were exemplary in all spheres of life.
- 3.9 The view that the modern teacher is no longer an appropriate role model in society was echoed wherever the Commission went. It was pointed out that the sight of a drunken teacher, improperly dressed, with unkempt hair was very common especially in the country-side. There were reports about teachers who shared beer with pupils. Cases of girl-child abuse were said to be common. The press recorded several court cases and convictions of teachers and even heads of schools who went into improper relationships with female pupils.
- 3.10 The disciplinary machinery in place was described as inefficient and actually protective of culprits. The long delays in the processing of cases of misconduct were described as worsening the situation. The procedures were said to be so bureaucratic that some cases were resolved long after the culprits had been promoted or had left the service. Some communities could not understand why certain teachers who they knew were guilty of misconduct seemed to go unpunished especially when those teachers resorted to the courts of law, resulting in long-drawn proceedings.

- 3.11 The extent of improper behaviour among teachers was blamed partly on shortcomings in our selection system. There seems to be an over-emphasis on academic qualification – grades obtained in examinations. It was pointed out that good examination results are no guarantee for good character. There was a call for consideration of personality dimensions in the selection process as well as in the final assessment of teacher trainees.

### **In-service Education**

- 3.12 A number of stake-holders had misgivings about the competence and effectiveness of some modern teachers. It was pointed out that some primary school teachers performed badly in certain subject areas, like Mathematics, because they themselves, did not do well in those areas when they were at school. Some teachers, who are not good all rounders, and cannot teach all subjects, were regarded as the main cause of pupil failure and demotivation.
- 3.13 There was concern, especially among educational administrators and parents, that a large number of teachers who are made to teach ‘O’ level classes lacked adequate content and depth to tackle subjects at that level. Some preferred a situation where only university graduates were made to teach “O” and “A” level classes.
- 3.14 Teachers especially in the primary sector, pointed out that they were ill-prepared to tackle some of the material they were made to teach. Aids Education was given as an example. In the secondary sector, Guidance and Counselling was cited as an area where teachers were ill-equipped.
- 3.15 Many teachers and college lecturers pointed out that they needed to have competence in information and communication technology so that they could, in turn, pass on the skills to their pupils and students.
- 3.16 A wide-spread view among respondents was that most teachers were ill-prepared to take up new functions and roles that resulted from their promotion to higher posts such as headship or Education Officer posts. There was a call for the re-introduction of courses that potential heads of schools were required to attend. It was suggested that only those who met certain set performance standards should be promoted. It was pointed out

that the past practice of promotion that put emphasis on seniority often led to the promotion of the wrong persons. In other words, people were concerned about the number of posts held by incompetent people.

### **Conditions of Service**

3.17 There was general agreement country-wide that the conditions under which teachers work leave much to be desired. The teachers themselves attributed their low status to society's low regard for teaching. The teachers were quick to call for the formation of a Teaching Professions Council along the lines of the Health Professions Council. They expressed great belief that such a council would lead to an improvement in the status of teachers, the teaching profession and the conditions under which teachers work.

3.18 Teachers country-wide expressed vehement opposition to being employed by various local authorities, especially Rural District Councils, in the event of the implementation of full decentralisation of education services to local authorities. Teachers said that they wanted to remain under the employ of government. Most of the respondents recounted difficulties experienced before April 1987. That was the date when all teachers came under uniform conditions of service under the Public Service.

Teachers went further and said that they would like to be employed by a statutory body which they termed the Teaching Service Commission (TSC). According to teachers, such a body would focus on education. The current situation is that although there are over 90 000 teachers employed by government their professional needs and concerns are subsumed by the generality of the nearly 160 000 civil servants.

3.19 Teachers expressed serious concern at their low salaries as compared to their counter-parts in the parastatals and the private sector. The job evaluation exercise of 1995 revealed that salaries of teachers and other civil servants, lagged 84% and 144% behind those of their counterparts in the parastatals and the private sector respectively. Teachers were doubtful that the latest civil service salary reviews made the situation any better.

3.20 Concern has been expressed at the lack of appropriate accommodation for teachers and the state of the classrooms and schools in which they have to

teach. It became clear to the Commission that the worst-hit areas were the remote rural areas, where schools are owned mainly by the Rural District Councils. Teachers frankly stated that they were not happy to work at schools that did not have proper accommodation, water and sanitation. Schools in remote areas posed several problems for teachers. It was pointed out that most of the schools were inaccessible because of poor roads. There were no social and other amenities to make teachers feel at home.

- 3.21 Teachers all over the country lamented that they were over-loaded with work and taught classes that were too large for effective learning. They claimed that the situation was worsened by a system of determining staff establishments that regard heads of schools as being in direct charge of classes. Teachers claimed that because of their tight administrative and supervisory roles, heads of schools often, passed on teaching loads to their colleagues.
- 3.22 Teachers had other areas of concern in respect of their conditions of service. They pointed out that many teachers who had accrued the full 123 vacation leave days could not proceed on a term's leave because the system could not afford to hire replacements. That worried teachers because they could not accrue any more leave days beyond the 123 days maximum. A call was made for teachers who went on maternity leave to receive full pay. Paternity leave for two weeks was seen as appropriate. Free education for children of educational personnel was requested as an incentive.
- 3.23 They were also not happy with a salary structure that does not seem to recognise seniority. There were several complaints against bunching of salaries, where senior members of the service found themselves earning the same salaries with their juniors. That situation demoralised senior teachers and lecturers. College lecturers described the situation where the grade of Principal Lecturer has become a dead end for many.
- 3.24 Many teachers submitted that they wanted to retire at an age earlier than 65 years. A number of possible retirement ages were suggested: 40 years, 45 years, 50 and 55 years. Another suggestion was that teachers should be allowed to retire after serving for a stipulated number of years. Suggestions put forward were, 20 years, 25 years and 30 years. The general trend of thought from the respondents was that they wanted to retire at an age that

would make it possible for them to enjoy their terminal benefits for a longer period.

### **Supervision And Assessment**

- 3.25 Most parents who talked to the Commission pointed out that Education Officers no longer visited the schools as frequently as they used to do. In the opinion of the parents, absence of “inspectors” was the main cause of errant behaviour among teachers and heads. Heads were said to be often absent from their stations ostensibly to attend to official business. The specific areas of concern have already been referred to under “Professionalism of Teachers” in this chapter. Poor performance by pupils was also blamed on the absence of Education Officers who are not available to ensure that schools are giving due attention to matters of learning and teaching.
- 3.26 Education Officers and District Education Officers were equally concerned about the lack of resources, especially transport, which turned them into office workers instead of field workers which their supervisory duties require them to be. The Commission learnt that the Standards Control Unit in the Regions and Districts had transport problems. The officers got grounded once the relevant vote allocation was exhausted. With all these financial constraints it was not possible to access all teachers on probation for the permanent officer status. Established Officer status is now automatic after two years without an adverse report.
- 3.27 Teachers were critical of the whole range of supervisors they have. Primary School teachers pointed out that they are supervised by the Teacher-in-Charge, Deputy Head, Head, District Education Officer and Education Officer. They said that the line of supervision was too long. In the secondary school, teachers said they were supervised by the Head of Department, Deputy Head, Head and Education Officer. The multiplicity of supervisors, it was claimed, often led to conflict and confusion especially where the wishes of external supervisors were at variance with those of the school.
- 3.28 Teachers were not in favour of a situation where they were treated as “assembly line” workers. Those in the primary school were infuriated by the

demanding amount of prescribed paper work required of them by their supervisors.

They claimed that they were not left to be creative and to respond to situations as they saw fit. Teachers expressed the general feeling that they were deprived of their professional freedom. On the other hand supervisors pointed to the multiplicity of qualifications in primary schools where the least qualified needs guidance.

- 3.29 The Commission learnt that the Ministry of Education Sport and Culture was down-sizing as part of the rationalisation of the Public Service. The primary school supervisory post of District Education Officer was going to be abolished and a new enhanced post of District Education Officer was going to be established in each district. The new DEO was to be supported by two Education Officers. The rationale, behind this move is that more administrative and supervisory roles are going to be performed at school level. There was talk of strengthening school leadership and making heads accountable for standards of education at their schools.

### **Performance Related Pay**

- 3.30 Teachers were very critical of the practice of linking teachers performance appraisals to pay. The Commission learnt that an appraisal system that was introduced in July 1990 was being phased out. The appraisal system dwelt heavily on personality traits for its ratings. Teachers alleged that the approach lacked objectivity and was liable to abuse by heads of schools.
- 3.31 The same criticisms were being levelled against the new performance management appraisal system which is in the process of being introduced by the Public Service Commission. Several officers have already been trained in preparation for the launching of the new appraisal system. While the new approach has improved in that it centres appraisals on agreed targets and objectives, teachers are very doubtful that the functions of education personnel submit themselves neatly to the demands of performance management appraisals. Despite all the reservations teachers and other respondents had on merit related pay, there was consensus that good performance by teachers should be rewarded.



3.32 In its external study visits, the Commission came to realise that the practice of merit related pay for teachers and lecturers was not wide-spread. So far the practice seems to have gained currency in the United Kingdom, the Netherlands and Sweden. In the majority of countries visited, performance management is used to facilitate staff development.

## **4 COMMENTS**

### **Recruitment and Development**

- 4.1 The Commission supports the view that heads of schools assisted by a committee should be given the chance to select teachers for appointment to their schools. The implication of that process is that teachers will apply to teach in schools of their choice, where there are vacancies, of course. In the same vein, teachers who wish to transfer from a school should not be barred from doing so. It is anticipated that the use of committees in staffing matters would ensure that teachers are not wantonly thrown out of schools through victimisation. There should be put in place deliberate arrangements to give the teachers security of tenure.
- 4.2 After listening to submissions on various ways teacher trainees found their way into colleges, the Commission was left in no doubt that there is a need for intervention at the highest level. For an example the Commission is of the opinion that exorbitant interview fees are unwarranted.
- 4.3 Nepotism and corruption in the recruitment of teacher trainees will do no good to our nation. It was painful to listen to submissions from respondents in remote parts of the country who had come to believe that it was not possible to get a place at a teachers' college, unless one had the right connections. Some of the submissions revealed the extent to which people had lost confidence in the existing selection system.
- 4.4 There is much more that goes into being a good teacher than just subject content. A teacher's general orientation, personality, morals and values will go a long way towards motivating or demotivating pupils. It is highly unlikely that a teacher will undergo a complete personality change as a result of pre-service training. The situation is further compounded by the practice whereby influential people use their privileged positions to cause admission,

to teachers colleges, of persons who may not have the right qualities for a teacher trainee. The Commission wishes to urge government to put in place procedures that will ensure that only those who are suitable to be trained as teachers get admitted into colleges.

4.5 The Commission suggests that recruitment procedures of teacher trainees should be tightened

- All aspirants should have high grades in subjects like language, mathematics and science
- All teachers to teach in secondary schools should have A- levels of specified grades in their area of specialisation
- All aspirants should get character references from their former school heads
- Selection procedures should weed out chancers who regard teaching as a profession of the last resort

The Ministry should create recruitment quotas so that deprived areas will in future be supplied with qualified teachers.

### **Teacher Education Curricula**

4.6 The Commission is in agreement with Teachers' Colleges writing their own curricula and having them approved by universities to which they are affiliated. However, the Commission is of the view that there should be a common core-curriculum for the Basic Education teacher trainee.

The core curricula should be constantly vetted by a body composed of all Universities and Ministries of Education. Issues that should be considered are stages of specialisation at various levels. Beyond the common core, Colleges and their students should be allowed to choose and design options with the approval of the University.

4.7 The Commission does not believe subject specialisation in primary school is a solution. It may introduce an expensive complexity. Above all, children of these age groups would benefit from having one teacher and an integrated approach where a teacher can bring out related elements in subject areas.

The proposed outcomes based curriculum requires such integration. However, team teaching could be encouraged in all situations.

- 4.8 In the Primary Schools research has shown poor competence of some teachers in the areas of science and maths. Zimbabwe should train basic education teachers who have demonstrated ability in science, mathematics and language in addition to current requirements.

### **In-service Education**

- 4.9 It has been observed in educational circles that, no matter how good initial training is, there will always be a need for in-service training to keep education personnel attuned to the latest developments in education.
- 4.10 It makes good sense that all officers should be adequately prepared for any new duties that they are to take up. The Commission is supportive of the view that there should be special courses designed for those who are to be heads of schools. Leaders are developed not born. The same applies to those who are to become Education Officers. It cannot be presumed that those who are good classroom practitioners will do equally well in administration or management posts.
- 4.11 The Commission believes there is a gap between the current demands of classroom practice and the skills that teachers got at the time of their initial training. The gap becomes obvious when we take into account emerging issues like Aids Education, and Guidance and Counselling which make additional demands on the expertise of the teacher. It therefore makes good sense to adopt a policy of life-long learning on the part of the teaching force. The Joint ILO/UNESCO Committee of Experts (Sept 1997) noted that:

*"-----the rate at which knowledge and information is generated, becomes obsolete and is replaced by new knowledge and information, makes it impossible for any teacher to remain effective and efficient without regular upgrading and renewal".*

- 4.12 The Commission observed in its external visits that some education systems have well designed programmes of in-service education and training. In addition to programmes that are school-based, each teacher is expected to

attend in-service courses for a specified number of days every year. One system requires that major in-service courses be attended every five years of service. The Commission supports the idea of putting in place regular and progressive staff development such as

- school-based in-service education and training programmes
- national programmes of in-service education and training courses that come at agreed stages in a teachers progression from appointment to Senior Teacher and retirement
- management development programmes for Heads of Schools, Education Officers, Deputy Directors and Directors. Promotions criteria should include attendance and passing of management courses. Indeed a management college to develop such skills could be established

4.13 The Commission notes with satisfaction that study facilities are being expanded for teachers, to improve their educational qualifications, full-time and part-time. The Commission advises that as much as possible, the areas of further study by teachers should be relevant to the school situation. Educational research findings should also be made readily available to teachers for use in their job situations.

4.14 It is anticipated that recommendations from this Commission will have far reaching implications on the curriculum. The proposed innovations will make demands on the skills of the teaching force. It is therefore being recommended that a deliberate programme of in-service education be conceived, budgeted for and implemented. The broadening of the curriculum to accommodate varying aptitudes will require that teachers handle increasingly mixed ability classes. The suggestion to rely on continuous school-based assessment means that the teachers have to develop the relevant assessment skills.

### **Conditions of Service**

4.15 The Commission is in agreement with the need for the establishment of a Teaching Professions Council. Such a Council would determine and regulate the conduct of all professionals in education. It must be pointed out that the Commission did not go into detail as to the exact operations of the

proposed Council. The formation of such a Council and the determination of its exact functions and how it operates should be the culmination of extensive consultations between teachers' organisations, government and other stake holders.

- 4.16 The Commission is supportive of the setting up of a Teaching Service Commission to become the employer of educational personnel. It is suggested that exact details of composition and functions should be a matter for consultation among teachers, government, Responsible Authorities and other stakeholders.
- 4.17 The Commission agrees that education is crucial to development and for that reason there should be a significant improvement in the remuneration of teachers. It is regretted that teaching is failing to attract to its ranks some of the best products of the school system and that present remuneration has resulted in competent teachers leaving for greener pastures. The Commission wishes to recommend that where everything else is equal, there should be a salary structure that respects the seniority of teachers.
- 4.18 The Commission agrees with the submission that there should be a special hardship allowance for teachers who serve in remote areas that present special difficulties to teachers. Those teachers make sacrifices to perform duties in very harsh conditions. Those remote areas are also entitled to quality education associated with trained personnel.
- 4.19 The Commission is of the opinion that our education system should stipulate the maximum size of a class, which should be improved upon as our economic conditions improve. After observing a number of overseas systems the Commission would like to recommend for a start, class sizes of
- 30 pupils for Basic 1 – years 1 to 3
  - 35 pupils for rest of Basic Education to Senior Secondary 1-Years 4 to 11
  - 15 pupils for special class
  - 20 pupils for Senior Secondary II and practical subjects
  - For colleges, a student to lecturer ratio of 12 to 1 is ideal
  - 1 – 5 for the disabled

- 4.20 In the secondary sector, the number of teachers should be determined by dividing the total number of a school's weekly teaching load by an average teacher's load of 28 periods. Heads of schools should be additional. It is hoped that the approach would free heads of schools to attend fully to their administrative and supervisory duties.

The State is being urged to look at other forms of incentives in addition to improved remuneration. For an example, teachers on permanent appointment may be entitled to loans that would enable them to acquire cars and houses. The Commission concurs with the view that children of educational personnel should have access to free education. Such incentives will lead to a greater retention of teachers.

- 4.21 The Commission did not go into a detailed study to reach a conclusive position on the issue of the retirement age of teachers and heads of schools. It appears that teachers and heads of schools retire at the age of 65 years because they were regarded as serving in areas experiencing personnel shortage. Other officers in education, especially those in promotional posts, retire at 60 years of age. The commission got the impression that the shortage of personnel in schools is no longer as critical as it used to be.
- 4.22 The Commission is of the view that a thorough study of the supply and demand of personnel in education be conducted so that a consideration may be made to align the retirement age of teachers and heads to the rest of the public service. It is being stressed that when a reduction of the retirement age is being made, there should be a provision for extension of service to cater for what may continue to be regarded as shortage areas.

### **Supervision and Assessment**

- 4.23 School level supervisors, from teacher-in-charge to head, should be empowered with appropriate skills, so that the school may be in a position to evaluate its performance and take appropriate steps to improve.

The Commission noted that many parents and communities watched helplessly as some schools performed poorly. If parents and communities are going to be asked to contribute more to education, there can be no way they can be denied a right to demand improved teaching and learning. The

Commission agrees with the recommendation that School Development Associations and Committees should be empowered to express concern if their schools are not performing well. It was evident to the Commission that most unsophisticated parents were of the view that matters of school performance were better left to education officials.

- 4.24 The Commission sympathised with parents when they bemoaned the absence of external supervisors in schools. It became clear that our system of education should involve some form of external assessment and evaluation if it is to have the confidence of important stake-holders like parents. It is a good move to strengthen internal supervisory and administrative mechanisms but it still remains necessary to put in place quality control measures to ensure that standards are uniform country-wide.

### **Performance Related Pay**

- 4.25 The Commission did not make conclusive studies of the application of performance management appraisal on salaries of education personnel. The Commission is of the opinion that all the stake holders have to come to a common understanding and agree on processes and procedures of performance management if it is to benefit the education system. There are genuine fears that performance management may demoralise good performers if they are incorrectly rated by supervisors. Mediocre performers may also resign themselves to their low ratings and decline to take more challenging engagements, leaving them to "high fliers".
- 4.26 The Commission subscribes to the view that teachers who are better performers should be rewarded. It is hoped that the assessment machinery at school level will be made more democratic by involving committees that include teacher representatives. It may assist to allay the fears of teachers if school clusters get involved in ratifying the ratings.

### **Teachers Organisations**

- 4.27 Teachers Organisations are expected to organise teachers so that the teachers may participate collectively in educational issues. Organisations should keep their members informed. Our experience in overseas visits revealed that where teacher's organisations were involved in policy formulation, it

was easy to gain the support of teachers. A reform programme that has the support of teachers has greater chances of success.

4.28 It is expected that teachers organisations should go beyond organising teachers. They should play a part in capacity building so that teachers are equipped to deal with innovations and challenges of the modern age pertaining to their profession as well as matters of a trade union nature. The debate and campaign to enhance the status of the teaching profession should be spearheaded by the teachers themselves. Teachers should demonstrate that they deserve a position of respect in society through good performance on the job and helpful involvement in community development.

4.29 On its part the State must provide a conducive environment within which teacher organisations at various levels can function. At school level, teachers should elect a “teachers’ representative” who deals directly with school administrators on their behalf. The system should make it possible for school teachers’ representatives to attend scheduled meetings at higher levels –branch/cluster, district or provincial. Our overseas visits revealed that some governments give material support to teachers organisations by paying the salaries of some officials.

## **5 CHALLENGES**

### **Teaching Multi-grade Classes**

5.1 While Zimbabwe has increased access to education up to 11 years of education, there are pockets of poor provision in the sparsely populated, commercial farming and resettlement areas. It is clear that where education is provided for small groups, different grade levels have to be combined. Teachers have to be able to handle more than one class level in the same classroom. The challenge for the teacher is to ensure that the wide range of pupil abilities is catered for by organising the pupils according to their abilities. The teachers’ competence should therefore be judged according to the improvement of every pupil.

5.2 The challenge of the next millennium is for the teacher to acquire a wide range of knowledge and skills. In a world of rapid change in the body of knowledge and of skills to deliver it, the demands on the teacher to acquire a wide range of skills will be very high to keep pace with national and global changes.



- 5.3 The teacher of tomorrow should have sound knowledge of information and communication technology since children will be required to use such technology. The teacher will need to “*redesign teaching methods, curricula and apply inclusive approaches that cater for a greater diversity of pupils including those with special needs*” (Bhebhe 1999).  
In fact every teacher will need general skills in handling children with special needs (for example disabled children).  
Teachers will need to be trained in counselling.

#### **Teaching As A Profession**

- 5.4 The challenge for the teacher and teachers’ organisations is to fight to improve the level of professionalism in the service.

#### **Challenge for Government**

- 5.5 For the government which has done well in training teachers in just under two decades, the challenge is to retain teachers by making the teaching profession more attractive than it is. Innovative policies will have to be adopted to attract qualified teachers to disadvantaged areas.
- 5.6 The challenge for Government is to regard pre-service education of teachers as only the first part of teacher education. What is needed is planned, continuous and systematic in-service education for all teachers and other managers in the education systems.

#### **Giving The Teacher Adequate Skills**

- 5.7 The teacher trained today has inadequacies in technology, skills in counselling and teaching pupils of a wide range of abilities and those with special needs. Government should focus on training a teacher who has adequate skills to handle all pupils in the education system.

#### **The Role Of Teachers’ Organisations**

- 5.8 The challenge to government is to continue to regard teachers’ organisations as partners in education. The Commission noted with satisfaction that in this country teachers participate in educational matters jointly with the Ministries of Education.

The Report of the “Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the status of Teachers 1997” notes that

*“If education is to meet the challenges posed by social, technological and political changes, and if the status of teachers is to improve, the active and informed participation of teachers and their organisations will be crucial to the success of educational policy-making. Teachers bring their professional*

*knowledge and experience to any discussions of change in educational systems."*

## **6 RECOMMENDATIONS**

- 6.1 The Commission recommends transparent methods of selecting teacher trainers that should
- be free of outside interference and corruption
  - ensure that trainees are also recruited from remote areas of the country that are shunned by trained teachers.
  - take into account other desirable personality traits in addition to academic qualifications.
- 6.2 That in recruiting teacher trainees, preference be given to applicants who have proved their interest and suitability during attachments. The selection process should make greater use of recommendations from heads of schools.
- 6.3 Our system should gear itself for a situation where all teacher training programmes can lead to further qualifications and degrees.
- 6.4 That there be a core curriculum for all teachers' colleges for Basic Education to ensure that certain key areas such as special needs education remedial teaching and ICT are part of the course.
- 6.5 That heads of schools, assisted by a committee, be given the role of recommending teachers for appointment to their schools.
- 6.6 That there should be established a Teaching Professions Council (TPC), representing various stake holders. The TPC would, among other things, monitor the professional behaviour of teachers and de-register all those who do not meet the laid down standards.
- 6.7 In-service education for teachers should be developed to include
- A school-based programme to address identified areas of need
  - A national programme that comes at stipulated intervals and times during a teacher's progression from teacher to senior teacher and retirement
  - A national programme that responds to innovations such as those that will result from the current Commission. These programmes should be budgeted for
- 6.8 That teachers and other personnel in education should be employed by a statutory body to be known as the Teaching Service Commission.
- 6.9 That the salaries of teachers be increased to competitive levels as a matter of urgency in order to motivate the teachers and stop the brain drain.

- 6.10 That other incentives, for example loans to purchase cars and houses, should be put in place towards the raising of the standard of living of teachers.
- 6.11 That adequate funds be voted to enable the system to fulfil its obligations, in regard to teachers' leave conditions.
- 6.12 That there be a special hardship allowance for teachers who sacrifice to go and work in remote areas.
- 6.13 That all heads of schools be non-teaching regardless of the grade of school, either primary or secondary.
- 6.14 In order to promote quality learning and teaching, the following class sizes are recommended  
 30 pupils – Basic education 1 : years 1 to 3  
 35 pupils – rest of Basic Education to Senior secondary I : years 4 to 11  
 20 pupils – Senior Secondary II and practical subjects classes  
 15 pupils – Special class  
 5 pupils – Class for disabled children  
 For Colleges, a student to lecturer ratio of 12 to 1 is ideal.
- 6.15 In secondary schools, the number of teachers should be determined by, dividing the total number of a school's weekly teaching load by an average weekly load of a teacher, which could be pegged at 28 periods. The head of school would be additional.
- 6.16 That in the interest of quality education, school-level supervision should be strengthened through appropriate training and induction for school-based supervisors.
- 6.17 Adequate resources be provided for education officers to ensure regular supervision of schools.
- 6.18 Supervisors should recognise teachers' professional expertise and allow them to exercise their initiative when executing their duties.
- 6.19 That performance management be used for management and training purposes. There is need to establish its usefulness before it is used for merit-related pay purposes.
- 6.20 Teacher education curricula should be reviewed regularly.
- 6.21 That consideration be given to the reduction of the retirement age of teachers and heads of schools to 60 years with the provision for extensions of service in areas with shortages of personnel.

## CHAPTER 24

### TERTIARY EDUCATION

#### INTRODUCTION

- 1.1 Term of Reference 2.1.3 requires the Commission of Inquiry 'into Education and Training *to recommend strategies that relate the education system to employment in the private and public sectors and that impart education for life and self-employment.*
- 1.2 Tertiary education is the responsibility of the Ministry of Higher Education and Technology as seen from its mission statement which is to provide, regulate and facilitate tertiary education and training through the planning, development and implementation of effective policies, the provision of resources and management of institutions in order to meet the requirements of the economy and equip individuals to realise their full potential.
- 1.3 The Ministry of Higher Education and Technology is also charged with the responsibility to oversee the development and management of the science and technology policies in the country as well as oversee policy on university education.
- 1.4 This chapter concerns itself with tertiary education as it applies to university education only since vocational and technical education has been dealt with in Chapter 22 of this report.

#### 2 CURRENT SITUATION

- 2.1 Zimbabwe, at the time of writing this report (July, 1999) has the following Universities

University of Zimbabwe  
National University of Science and  
Technology  
Africa University  
Solusi University  
Catholic University

Zimbabwe Open University  
University of the Midlands  
Masvingo University College  
Zimbabwe Open University

A number of additional universities are in the pipeline including the Methodist University planned for Marondera and Zimbabwe Medical School for Chinhoyi.

- 2.2 Universities operate through individual charters. The charter, amongst other purposes, defines the key administrative structures for each university. In the case of state universities, the University Council is the supreme and executive authority of the university. It is appointed by government, which also has the power to dismiss any or all of the Councillors. The Chancellor, the Chief Officer of the University, is the President of Zimbabwe in all state universities.
- 2.3 The Vice-Chancellor is appointed by the Chancellor after consultation with the Minister and the Council. The Chancellor, the Vice-Chancellor, Pro Vice-Chancellors, President of the Students Union are ex officio members of the Council. The bulk of the other members are appointed by the Minister while other elected members have to be approved by the Vice-Chancellor. These are provisions of the University Amendment Act of 1990. As a result, state universities remain intricately linked to the Government.
- 2.4 Private universities follow different procedures. The Chancellor is appointed by the Board of Governors.

These Universities are constituted through a charter which is granted by His Excellency, The President, on the recommendations of the National Council for Higher Education. Thus Solusi, Africa and the Catholic Universities were established in this manner. Sections 18 to 20 of the National Council for Higher Education Act, 1990 empower the Council to process applications from any person or persons wishing to establish a private university or university college. Following due consideration of such an application, the National Council may carry out such investigations as it may see fit. It will then produce recommendations for the Minister, who in turn, recommends to the President.

- 2.5 In addition to the powers outlined above, the National Council for Higher Education was also tasked, in terms of Section 4 of the National Council for Higher Education Act, to
- ensure maintenance of appropriate standards in regard to teaching and other deliverables of institutions of higher learning
  - establish common student admission procedures for institutions of higher education

- co-ordinate training at institutions of higher education. It is also responsible for standardisation, recognition and equation of degrees and diplomas
- 2.6 The Chairman of the National Council for Higher Education is appointed by the President. Membership of the Council includes the Vice-Chancellors of all Universities, principals of all university colleges, the chairman of the Research Council of Zimbabwe and some permanent secretaries deemed relevant by the Minister. The executive secretary is responsible for the general administration of the Council's operations and supervision of its staff. Currently, there are efforts to make the National Council for Higher Education attain a semi-autonomous status.
  - 2.7 The administration of universities is decentralised to the institutions where University Councils, faculty boards and other structures formulate, implement and monitor policy.
  - 2.8 The University of Zimbabwe is the largest and oldest university having been established during the colonial era through the Royal Charter of 1955 as the University College of Rhodesia and Nyasaland. The University College began its full-time programme of operation in 1957, offering courses in the Faculties of Arts and Science and to graduates taking the one year programme for the Certificate in Education. In 1963, the Medical School, affiliated to the University of Birmingham, was opened. In 1971, the University gained full university status as the University of Rhodesia under revised statutes adopted in 1970. At independence, the University of Rhodesia became the University of Zimbabwe. The Charter was replaced by an Act of the Zimbabwe Parliament in 1982. In 1990 the University of Zimbabwe Amendment Act was enacted. The University now has approximately 10 000 students, over 1100 full time and part time lecturers and over 3 000 support staff.
  - 2.9 A wide range of full time undergraduate courses as well as selected part-time certificate and diploma courses are offered in the U.Z.'s ten faculties.
  - 2.10 Admission of students is based on academic merit normally expressed in terms of GCE 'O' and 'A' levels but other qualifications such as relevant work experience may be taken into account subject to approval by Senate. It is a requirement for entry into U.Z. that candidates shall have passed the English language at 'O' level or its equivalent. In addition, all first-year under-graduate students are

given an English Language test soon after registration to assess their ability to communicate efficiently in English at university level. This test then determines whether a student requires to attend English courses provided by the communications centre in the Department of Linguistics. Applications from mature candidates are welcomed in the faculties of Arts, Social Studies and Law but each case is considered individually on its merits. The number of candidates admitted under this scheme are, however, very limited.

2.11 Very few foreign students are admitted and only if they fulfil the entry qualifications with very high academic qualifications and provided that their admission will not deny a place to an eligible Zimbabwean applicant. This is because UZ is faced with an enormous increase in numbers of eligible Zimbabweans. When foreign students are admitted, they pay double the tuition fees payable by Zimbabwean students.

2.12 Student unrest accompanied by destruction of property paralysed the campus subsequent to the University Amendment Act, 1990. One major reason for this was the reduction of student grants by government. Before independence, the Government's grant support rate to admitted students was 100%. The student population then was still very small compared to the present situation. At independence, the support rate was changed to 50% grant and 50% loan. The support rate had to be further reduced to 25% grant and 75% loan in 1995, because of the large student population now at more than one university. In 1998, it was further reduced to 20% grant and 80% loan. Students in private universities also get this support

The level of support, however, varies from faculty to faculty. In addition to support given to students, Government extends administrative grants to state universities to cover salaries and other running costs.

2.13 University of Zimbabwe (UZ) has adopted a semester system in place of the term system. The changes were approved by Senate in 1997 and started in the same year. The two semesters are from March to July and from August to November.

2.14 The second state university is the National University of Science and Technology (NUST), established by an Act of Parliament in 1990. It opened its doors to about 270 students in the faculties of Applied Sciences, Commerce and Industrial

Technology in April 1991. The university is located six kilometres away from Bulawayo along the Gwanda Road.

The major feature which distinguishes NUST's undergraduate degree programmes from those of other universities is industrial attachment which they undergo for 12 months in the final year of study. It offers its undergraduate programmes through four faculties. NUST operates a semester system, the first of which begins in August to December. The second semester is from January to May.

- 2.15 Africa University was established as a result of the request of the African Central Conferences of the United Methodist Church to establish a university in Africa. The General Conference of the United Methodist Church approved the establishment of the University in Zimbabwe at Old Mutare Mission. Although it is a United Methodist Church Institution, it embodies a global and ecumenical spirit.

A proclamation declaring the establishment of Africa University was issued in 1992 by His Excellency the President of the Republic of Zimbabwe, Comrade Robert Gabriel Mugabe. The student body and staff of the university come from a variety of African countries and other continents.

- 2.16 Solusi University, a Seventh Day Adventist institution, was established in 1995 when its Charter was gazetted. His Excellency, The President, Cde Robert Gabriel Mugabe, officially presented the Charter in 1995 at a ceremony where His Excellency then became the first graduate as a recipient of the honorary degree of Doctor of Laws.

At present, Solusi University has two faculties, the Faculty of Arts and Sciences and the Faculty of Business. The University operates on a two semester system which extends from the end of August to the beginning of May. Solusi University makes use of the credit system to admit students and to award degrees, certificates and diplomas and other awards. Solusi University admits international students but requires them to do a pre-university programme when they do not have 'A' level qualifications.

- 2.17 The Catholic University situated in Harare started in February 1999 with 60 students doing management and computing. It is still in its infancy.



2.18 The University College of Distance Education turned into a fully fledged university as the Zimbabwe Open University in March 1999. The Open University will increase access to Higher Education without restrictions to age, time, place and pace. Collaboration with the African Virtual University at UZ and NUST to enrich degree courses through satellite communication is to be applauded. This university without borders has great potential for distance and continuing education and for ushering in new technologies.

2.19 Currently, Zimbabwe's Universities operate a rigid, and inflexible system which makes it difficult for students to transfer freely from one institution to another and carry their credits with them in the process. Some of the reasons given for this state of affairs is the perceived differences in orientation and focus between the Universities. NUST and UZ have different approaches to education, so does Solusi and Africa University.

The element missing here is a qualifications framework which would define

- what constitutes a credit
- what constitutes a unit
- how many credits are required in each University to reach a target qualification
- what subjects are a pre-requisite for entry into a given unit

Neither the National Council for Higher Education nor the Universities themselves have co-operated or co-ordinated to this extent. In the absence of such a framework, our tertiary education system remains a closed one in which individuals are not free to attend courses where they want without having to surmount a lot of unnecessary hurdles.

### **3 FINDINGS**

3.1 Stakeholders were of the opinion that Zimbabwe cannot hope to be technologically self-sufficient as long as we copy our educational systems from UK and other countries. They further stated that the country cannot be innovative scientifically if we continue to learn and teach in other people's language.

- 3.2 People said that higher education needs to dovetail into the education system all the way to pre-school and that education should be based on identified needs. They suggested that there should be three types of secondary schools, Vocational, General and High Schools.
- 3.3 The Commission was informed that generally, most students without 'A' levels cannot enter university. They may enter polytechnics where they can acquire competency in their chosen subjects. Some may be able to enter following successful completion of Higher National Diploma, for example at National University of Science and Technology (NUST).
- 3.4 Further concerns were that 'A' level courses are not adequately synchronised with university first year courses. This lack of synchronisation extends to Grade 7 and secondary school. Furthermore, study habits and practices which students require at university are not inculcated in them at high school. There is therefore a question as to whether the curriculum at high school adequately and qualitatively prepares students to cope with first year at university.
- 3.5 Some people said universities should be involved in designing curriculum for secondary and high schools. In the past, teachers for forms III and IV used to have degrees. Currently some people who have just passed 'A' level with unimpressive results are sometimes assigned to teach form III or IV subjects.
- 3.6 There was a lot of evidence to the effect that the education system needs injection of motivational factors and that the meagre salaries for teachers and lecturers should be increased. This scenario has led to this country losing a lot of trained manpower to the neighbouring countries such as South Africa and Botswana and even to the UK and the USA. The reason for this is not salaries alone which do not compare favourably with those offered elsewhere. The work environment and the resources at one's disposal at institutions in South Africa and overseas are much better than those available locally.

There was also evidence that on-the-job attachment to industry should be introduced for teachers and lecturers.

- 3.7 People also expressed the opinion that the education system has lost direction and that it is producing arrogant young people who are unrefined uneducated; learned

graduates who when they enter the teaching field end up producing students like them.

- 3.8 Respondents expressed the view that the Ministry of Higher Education is run like a post office. They thought it would be better to have universities come under the Ministry of Finance directly. They said privatisation of tertiary education can be introduced through loans from the banking system, and not from Government. They suggested that a revolving fund can be set up which should operate independently of the Government;
- 3.9 People said that in administration, it is becoming increasingly clear that it is difficult to operate tertiary institutions under public service regulations. The issue here is one of compromising academic freedom and subjecting academic administration and management to the stifling bureaucracy of the civil service.
- 3.10 The country does not have a culture in which graduates can operate and the industrial base has no technological culture. Society expects too much from graduates with little or no practical experience. The people suggested that secondary school curricula be revised to encourage greater entrepreneurial thinking which is lacking in our society. Universities are required to produce graduates who can be entrepreneurs and job creators rather than mere job seekers. Programmes given in universities do not impart survival skills to the students.
- 3.11 Universities operate on inadequate equipment. At the National University of Science and Technology, thirty five students in Applied Mathematics shared six PCs in 1998. There are hardly any laboratories. Tertiary education is so under-funded that universities cannot be expected to produce well-trained graduates.
- 3.12 Students should be trained in information gathering. New students at universities are generally said to be unfamiliar with libraries as they require assistance in using them. It seems that the school system does not inculcate reading habits in students. Emphasis is for reading in order to pass examinations. Some students even sell their books on completion of their courses. Even at university pressure is on passing examinations and going to the next stage. Examinations are not a test of capabilities but a means to determine who shall proceed to the next level.
- 3.13 Library holdings in schools and tertiary institutions are inadequate. Library assistants are trained at polytechnics and most of the graduates are not employed

as library assistants. The country does not offer a library science course which produces librarians

- 3.14 The increase in the number of students seeking tertiary education is now beyond the resource capacity especially at UZ. As a result some departments are now strapped for cash.. This means that students are not given appropriate training for lack of equipment.
- 3.15 Concern was raised that universities should not be run like polytechnics and are not extensions of polytechnics. The tendency for polytechnics to shift towards university status should be checked;
- 3.16 Evidence was given to the effect that external examiners are a waste of money for little return and that the practice shows lack of confidence and trust in our system and capabilities;
- 3.17 Stakeholders stated that universities should consider the possibility of raising funds by using their infrastructure. For example, courses can be run for businessmen and for students during weekends. They said tertiary institutions should attain a high level of self-financing through commercial activities and should explore more available avenues for this purpose.
- 3.18 Students are said to have a tendency to choose careers on the basis of expected benefits and not because of genuine interests. They are not fully familiar with their chosen professions until they start working. Career choice should occur at 'A' level but not at 'O' level. This trend could be checked by making career guidance and counselling available at school.
- 3.19 Universities and Colleges should have staff who can counsel students and help them with character building, and channelling energy into useful outputs. This and more recreation facilities may help curb the student unrest experienced in higher institutions of learning.
- 3.20 Respondents felt that there is fragmentation of higher education. Every province is trying to establish its own university. This is despite the fact that resources are scarce. NUST was started in 1991, yet by 1998 it is still 10 per cent complete. Having a university in every province was thought to lead to a lowering of standards. The ad hoc manner in which universities are springing up in most

provinces was also said to highlight the lack of an overall policy for the tertiary sector. Higher Education is said to be an end in itself and that proliferation of universities is not good for the economy.

- 3.21 Stakeholders expressed the view that far too often major decisions affecting our education and training system are made on political grounds and that the appointment of the Vice Chancellors at State Universities should be non-political.
- 3.22 Some stakeholders felt that admission of more adults into university is possible if modular teaching is adopted. Semesterisation makes this possible. Additional courses could be non-degree courses. Adult entry makes the university an asset to every member of the nation. Views were expressed that universities are not catering for a wide range of pre-entry backgrounds and abilities and career development interests.
- 3.23 Some people were of the view that Government should continue to finance university education at all state universities as the system whereby students foot education bills will further entrench the class system which we fought to overthrow. Some deserving students from poor families may not be able to attain university education and this will continue to widen the gap between the rich and the poor. Prior to independence the Government provided 100 per cent grants to all students in universities. After independence the number of University students went up and with it the level of funding required. The table below shows the funding levels since 1954 for State Universities

**Table 1**  
**Government Funding Levels of Universities and Colleges (1954-1998)**

Year	Grant %	Loan %	Student Funding ZS	Admin Grant ZS	No. of Universities	No. of Colleges	University Students	College Students
1954	100%	0%			1	2	68	100
1980	50%	50%			1	10	2 240	2 829
1990	25%	75%	12M	135.7M	2	15	9 273	27 488
1995	25%	75%	132M	440.8M	4	30	9 826	29 307
1998	20%	80%	316M	2 000.3M	4	30	10 000	35 000

*Source : Ministry of Higher Education and Technology*

- 3.24 There was general concern about the lack of provision for acquisition of incremental credits and transferability of credits within universities and lack of co-ordination of university qualifications.
- 3.25 Universities should increase the role of participation of industry and commerce in curriculum, and research and development; Co-ordination between Universities and industry is almost non-existent. Colleges and universities could influence industry and commerce if they conducted research and were aware of the technological requirements of industry and commerce.
- 3.26 There should be flexibility in universities in articulation and open progression enabling students to design and take greater responsibility for their own educational experience.
- 3.27 People expressed the opinion that university research work is not relevant and that projects do not focus on the real needs of industry to improve service and product quality.
- 3.28 Industries are said to be using old-fashioned technologies and are not opening up to new ones. Graduates are said to be unsuitable for employment in such industries. On the other hand, contrary evidence was given to the effect that graduates who are supposedly unsuitable for employment in the industry are in high demand in other countries. The industrial sector needs to be more aggressive in seeking modern technology so as to enhance their capability to match international global competition.
- 3.29 Concerns were raised that entry in polytechnics and universities be more flexible. Other countries rate highly our HND as a qualification to universities.

### **Findings From Other Countries**

- 3.30 In the UK, a Government Agency ensures quality education in universities by inspecting lecturers, laboratories, past students and current students. The results are published in the press and radio for the public and parents. The inspection comes every 5 years for each subject based on objectives and goals set by the lecturers. This inspection is done in addition to external examiners.

3.31 Also in UK, Heads of Departments, Deans and Pro Vice-Chancellors are generally appointed by the Vice-Chancellor for 3 to 5 years contracts.

3.32 An interesting feature of the French system is that technical and vocational education are ingrained into their secondary school system. Specialisation starts after the compulsory segment of secondary education. Those who branch into vocational education leave the school system with marketable skills. Technical education can be taken to university and even further.

3.33 In Germany, all technical vocational teachers must have studied in university. Each teacher teaches in one specialist and one other field of vocation. All university education is free of tuition for students who stay in residence, the state helps them according to their parents' income.

Where parents can afford it, they pay for accommodation. Twenty per cent of students are maintained by the state and repay back part of the money when they enter into gainful employment.

3.34 In Japan, universities and junior colleges require the completion of upper secondary schooling or its equivalent for admission. To graduate from universities, students must obtain 124 credits (188 for medicine and dentistry and 182 for veterinary science) or more over a period of not less than 4 years (but six years in the medicine field). University graduates are awarded a bachelors degree.

Graduates from junior colleges are awarded a title of associate and apply for transfer to the upper division of a university. Junior colleges require 62 credits or more for graduation over a period of not less than 2 years. Colleges of technology require the completion of lower secondary schooling for admission and offer five-year consistent programmes aimed at training practical engineers. After completion, the students are also awarded a title of associate and can apply for transfer to upper divisions of a university.

For graduation from colleges of technology 167 credits or more should be earned.

## 4 COMMENTS

- 4.1 The Commission is of the view that the challenges of globalisation and the information age necessitate the establishment of an open education climate conducive to the full realisation of the individual's potential. An open education environment enables individuals to enhance their knowledge and skills irrespective of time and place.
- 4.2 The relevant statutes and university charters have clearly defined procedures to be followed in the appointment of the top management of universities. Furthermore the framework for the governance of these institutions is spelt out. The Commission is concerned that, despite these measures, stakeholders expressed misgivings in regard to the appointments of Vice-Chancellors of State Universities and the governance of these centres of learning. The Commission is of the view that tertiary institutions should be given genuine autonomy in such matters. The statutory responsibility of the Ministry of Higher Education and Technology for the use of public funds, is acknowledged and accepted. Nevertheless the autonomy of universities should be commensurate with the responsibility bestowed on them.
- 4.3 The drive to increase access has resulted in universities springing up all over the country. Zimbabwe, in 1999, has one university for approximately one million inhabitants. While such rapid growth is commendable, a number of issues need to be examined closely for maximum effectiveness and efficiency
- Duplication of programmes needs to be minimised for reasons of economy and efficiency
  - Fundamental to converting Zimbabwe into an open learning society is the need to ensure that access is available to people regardless of gender, race, tribe, creed and financial background
  - Portability of credits should be introduced as a matter of urgency if university students are to be able to move to institutions of choice
  - A more equitable loan scheme should be introduced whereby the students have access regardless of background
  - Provision should be made in all universities for access by part-time or mature students. There is an urgent need to provide learning and training opportunities for the vast reservoir of the educated unemployed, educated



under-employed, the mature age, and others who need to further their education and training or simply upgrade their skills

- 4.4 There is a notable increase in incidents of students complaints and general student unrest in universities. The Commission is of the view that the whole system of governance of universities needs to be reviewed. In particular transparency is required in dealing with staff and student issues, and in senior appointments.
- 4.5 The Commission decries the apparent lack of collaboration between universities. There is no overt evidence of sharing of facilities and research expertise. Some lecturers do lecture at other institutions as a way of making up for shortages. This is to be encouraged though it must be costly in terms of travel if the institutions are far apart.
- 4.6 The quality of teaching, learning and research is one of the most important yardsticks of the performance of a university. There are currently two bodies in Zimbabwe charged with the responsibility of monitoring performance of universities in these areas. The National Council for Higher Education is mandated with this task in the area of teaching and learning. The Research Council of Zimbabwe is, in turn, mandated with monitoring and co-ordinating research. However, to date neither body has carried out these functions and this void remains. The Commission is of the view that performance indicators of universities should be monitored and published by the National Council for Higher Education. In addition to the more usual ones of graduation rates, drop-outs, staff/student ratios the National Council should also look at
- Ratio of applications to places offered by each university
  - Graduate employment immediately following graduation, by field of study
  - Starting salaries of graduates
  - Employer satisfaction with the graduates
  - Tertiary education attainment in the 25 to 65 age group
  - Percentage of girl students, disabled students enrolled
- 4.7 The mission statements of virtually all the universities take cognisance of the need to serve the people of Zimbabwe and of developing the potential of the individual. These goals are noble and should be pursued with the end results being the creation and dissemination of knowledge and the production of

employable graduates. In this regard the commission laments the inadequacy of dynamic linkages between universities and industry. One result of this shortcoming, according to industry is the lack of adequate training of university graduates. Industry is of the view that graduates should be equipped with the sort of skills that is requires such as problem solving, self-motivation, commitment, positive work ethics, willingness to learn, team work and self management.

- 4.8 The weak linkages between universities, industry and commerce also militate against the ability of the former to raise revenue from joint programmes with the latter. The Commission takes the view that closer co-operation between universities and industry and commerce
- should enable universities to raise their own funds through commissioned research, consultancy work and training courses.
  - the universities would be better placed to respond more rapidly to changes in technology and to the requirements of industry and commerce and the community
- 4.9 Universities should be run on sound educational and business principles and practices. Each faculty should be run as a cost centre with revenue targets to be met from appropriate activities.
- 4.10 There is no clearly defined mechanism for accountability of research expenditure in universities. Funds are allocated to universities and, in practice, there is no external body that is involved in deciding research priorities. Neither is there a body that monitors research, and to which researchers should account for their results. Legally, the Research Council has this role. The Commission, however has not come across any evidence to indicate that this function is being carried out by the Research Council. The Commission considers that research funding can be viewed as a two tier structure. The first tier is funding for infrastructure costs such as equipment, other facilities and staff. The second tier is funding for specific research projects. While appreciating that it is not always possible to distinguish between the two there is still a good basis for having the two funding mechanisms treated separately. This could make it easier for industry and other donors to fund research facilities or projects in line with their programmes. It would also make it easier to account for research funds, and to review specific research projects.

- 4.11 The Government could encourage support by industry and Commerce for university functions such as research, teaching, and learning by giving tax concessions to industry for any financial contribution to universities.
- 4.12 The National Council for Higher Education should be given both functional autonomy and authority to carry out its mandated functions. Its mandate should be reviewed in the light of the challenges facing universities in the era of globalisation and the information age. The Commission regards it as unfortunate that the implementation of the National Council for Higher Education Act falls far short of what was intended. This has resulted in the National Council for Higher Education having very little influence in the planning and management of tertiary education in Zimbabwe.
- 4.13 The comments in 4.12 above also apply to the Research Council which has never, since its inception, played a role in research funding, monitoring prioritisation or review. This has unfortunately become something of a tradition which is at variance with the letter and spirit of the Research Act.
- 4.14 The Commission holds the view that there should be flexibility and articulation and open progression in universities. Entry requirements to university courses should also be more flexible. Currently, entry requirements are rigid including the combination of subjects required at 'A' level.
- 4.15 The issue of standards for courses and research is at the centre of any reforms that may be envisaged for university education. Standards need to be defined for requirements to various undergraduates and post graduate courses, the mix of courses and units required to attain defined level of passes and the outcomes of each course. This should be useful to the institution, the student and to potential employers who need to know the knowledge set and the skills with which each graduate is equipped.
- 4.16 It is commendable to note that the state universities have taken steps to bring about gender equity in their programmes. However, a good deal needs to be done to encourage balance in students' intake in the various courses available to those institutions. There is an equality pressing need to make adequate provisions in

terms of new intakes and course populations for the disabled. Both these issues are treated more fully in the relevant chapters.

- 4.17 The Commission is of the view that the Education and Training Environment in Zimbabwe should be structured so as to encourage more private sector tertiary institutions in general and universities in particular. Such a development could enrich our education system and reduce the government's financial burden in this sector.
- 4.18 The Commission notes that the issue of funding of university students and institutions requires urgent review and restructuring. There are two broad categories to consider, namely funding of state versus private institutions and funding of students regardless of the institution they are attending.
- 4.19 Prior to independence the Government provided 100 per cent funding for universities and their students. From 1980 the number of universities and of students has gone up, and with it the level of funding required.

A number of important observations can be drawn from the tables given in the findings (para 3.23)

- from 1980 onwards the Government could not sustain a 100% grant system for students education
  - the number in universities and colleges has gone up, yet the number of students per institution has dropped sharply
  - the number of students at colleges is far higher than those at universities.
- 4.20 The Commission notes with concern the disparity in funding between private and public universities. The need to develop and implement a more equitable funding mechanism is apparent. The Government is heavily subsidising students in public tertiary institutions although they only constitute 10% of the national tertiary student population. Cost sharing measures commensurate with Government capacity are crucial.

4.21 Universities are hampered by a serious shortage of modern equipment for teaching, learning, research and communications. Some faculties hardly have PCs. Others do not have laboratories. As a result courses are largely theoretical.

Libraries are poorly resourced, thus constraining students to concentrate on reading of text-books only. Furthermore the teaching staff quite often also have had no exposure to industry and commerce and concepts such as entrepreneurship have no practical meaning.

4.22 The academic and research environment in Zimbabwe does not have forums for the exchange of ideas, for exposing new ways of looking at issues to colleague and peers and for challenging the accepted and cherished notions. Scientific and technological conferences and workshops are too few. Papers presented are hardly original. Our scholars' future rely more on articles published in overseas journals than those published in Zimbabwe. The research environment is weak and poorly funded. It is not supported by industry and commerce. The latter conducts virtually no research in this country. Consequently staff who may genuinely be interested in research to develop their country's economy may not get the requisite support to proceed with such projects.

4.23 The scientific symposia organised locally are poorly patronised by industry. Furthermore, the publications emanating from the papers presented are not accepted by the local universities as credit towards promotion or advancement of one's career.

4.24 Practices followed by universities in Zimbabwe in the recruitment of postgraduate students tend to promote in-breeding. Post graduate students are often hired following completion of their studies without undergoing a period of exposure to foreign universities. This practice, important though it may be in ensuring the employment of indigenous talent, hinders the successful cultivation of the culture of innovation and creativity, and retards the injection of new ideas into the university. Linkages with other universities can be pursued through a number of ways some of which are

- co-ordination of undergraduate and graduate programmes
- exchange of academic personnel
- exchange of research staff
- exchange of undergraduates students

- staff development programmes

All the above promote exposure of the individuals, and through them the home institution, to new ideas and new ways at looking at issues and problems. While the Commission appreciates that the practice of in-breeding arises from compliance with existing policies, it is nevertheless important for the sustenance of an intellectually dynamic environment that this practice is discouraged.

- 5.1 The so-called developed countries have progressed within one hundred years from agro-based economies to industrialisation until the beginning of the 1990s when they shifted to information-oriented societies. The information and service sectors now constitute an ever increasing proportion of the national industry as we move into the next millennium. Zimbabwe's economy is still agro-based with all the weaknesses entailed in that level and type of economic development. Some of the weaknesses are lack of control over commodity prices, output subject to the vagaries of the weather, inadequate infrastructure, low productivity of the vast majority of the population – these are but a few of the negative effects of an agro-based economy. If Zimbabwe is to advance to the information age it faces the challenge of developing techno-intensive industries, scientific and technological manpower which should constitute a large proportion of the population. Furthermore, the demand for professionals engaged in research and development should increase sharply.
- 5.2 The new culture in the 21<sup>st</sup> century can be characterised as Globalisation and the Information Age. In the Information Age, information and knowledge are the motive forces for development. The wealth and power of nations will be measured by the intellectual assets such as technology, information, knowledge and culture. Globalisation will lead to unlimited competition in the world market. The intellectual ability of a nation can be improved only in an open educational climate which guarantees the full manifestation of individuality, originality and potentiality.

A closed educational climate which is characterised by uniformity and discourages self-realisation, may miss the opportunity to maximise the intellectual ability of a nation. Therefore the learning ability of a nation can be maximised when education is carried out in an open climate and variety in content is achieved. This kind of reform is the challenge facing Zimbabwe as it prepares for Globalisation and the Information Age in the 21<sup>st</sup> century.

University education should be open such that movement to different institutions can take place without any special regulations or restraint, and no gap between social classes.

5.3 The Establishment of a learning society and provision of lifelong learning for personal and professional development, for career change and transferable skills to match supply and demand for highly trained personnel is one of the main challenges facing university education as we enter the third millennium. "Lifelong Education" is one in which various forms of education are offered without regard to age, sex, or place for the whole course of life. In other words families, schools and industry are educationally integrated. The provision of lifelong education is a challenge which faces every nation which is attempting to provide an education and training system suitable for the 21<sup>st</sup> century.

5.4 University education is a main contribution to making and sustaining a learning society. Some of the objectives of a learning society are

- to create an environment in which individuals develop their capabilities to the highest potential, so that they grow intellectually, are well equipped for work and can contribute effectively to society and achieve personal fulfilment
- to increase knowledge and understanding for their own sake and to foster their application for the benefit of the economy and society
- to serve the needs of an adaptable, sustainable, knowledge based economy
- to contribute towards the growth of a democratic, inclusive society

The challenge before Zimbabwe is to mobilise resources to ensure that tertiary and further education plays a major role in achieving this aim.

5.5 The fundamental direction of educational reform must be such that an inflexible education system which is examination-oriented must be changed into one that is efficient in the development of talent and personality.

According to Hallack, to meet the challenges of globalisation "it would appear necessary to prepare individuals for a workplace where responsibilities are constantly changing, where information passes through multiple information channels, where initiative taking is more important than obedience, and where strategies are especially complex because of expansion of markets beyond national borders. Therefore education must help individuals to perform tasks for

which they were not originally trained, to prepare for a non-linear career path, to improve their team skills, to use information independently, to develop the capacity for improvisation as well as their creativity, and finally to lay the basis of complex thinking linked to the harsh realities of practical life”.

- 5.6 The Commission recognises that one of the major challenges facing the country is that its tertiary education should be flexible, more professional, progressive and should encourage originality if it is to produce graduates who can lead the nation into the Third Millennium. Flexibility is required in the entry requirements to University courses, delivery mechanisms of courses, assessment procedures and certification. Currently, entrance requirements are rigidly enforced. Prior development of the applicant through other studies or work-related training are ignored.
- 5.7 It is difficult to develop a responsible and progressive tertiary education system that plays a leading role in the development of the economy if it does not work closely with industry in all aspects of provision and delivery. Therefore, reform of the education system should imply the dynamic involvement of industry. This should facilitate the design of a demand driven curriculum, and should assist in getting industry to contribute more to tertiary education. The Universities should be virtual gate-keepers of the entry of new technology into Zimbabwe. Playing an anticipatory role, providing thought leadership and forecasting to make their courses and research work more reactive to change is a challenge higher institutions of learning have to face. They should examine, adopt and if necessary adapt external technologies for the benefit of Zimbabwean industry.
- 5.8 One of the major challenges before Universities is to come up with a mechanism for exploiting results of Research and Development. One possibility is the formation of companies specifically for this purpose. The other is to market such results to industry whose commercialisation can be realised.
- 5.9 Rigidity in entry requirements of university courses should be avoided. A variety of entrance channels into university courses should be available so that the widest possible access is achieved.

Furthermore, credits should be portable so that students should be able to change the university if they so wish.



- 5.10 Zimbabwean universities should be at the vanguard of the development of the nation. They must amongst other things, meet the challenges of generating requisite expertise, contributing to knowledge, inculcating a spirit of critical attitude in the students, community and society at large, and building up and providing the academic support and resources needed for carrying out effective teaching and research
- 5.11 Universities face the challenge of setting up well equipped laboratories, setting up companies to exploit Research and Development findings, acquisition of modern communication and computing facilities and building an environment that is conducive to the exchange of ideas amongst academic staff and between university and industry as well as the community at large. Intellectual development should be indegenised if we are to make our own contribution to knowledge.
- 5.12 Far too many graduates from the universities do not meet the requirements of employers. Often employers have to provide on-the-job training to give their new employees the required skills. The universities argue that they are not there to impart work-ready skills to the students. Yet at the same time, the graduates are expected to go into the workplace immediately after graduation hence preference by some employers of graduates from the polytechnics.

The paradox that needs to be resolved as we move into the next Millennium is whether the nation can afford the luxury of universities who produce graduates who are not “work-ready”, and seem incapable of making any measurable contribution to the development of the country without undergoing additional costly training.

- 5.13 The growth of distance and open learning is hampered by poor communication restrictions in the range of courses offered to date. These issues are a major challenge to the nation and to the institutions involved.

## **6 RECOMMENDATIONS**

- 6.1 The Commission recommends that the conduct of university and further education should be in the hands of a number of autonomous, well-managed institutions committed to achieving their objectives. The institutions the Commission recommends are

The National Council for Higher Education  
The National Qualifications Forum  
The Vice-chancellor's Committee  
The Research Council of Zimbabwe

There should be free standing institutions dedicated to excellence in teaching, learning and research and to the establishment of an open learning society in Zimbabwe.

6.2 The National Council for Higher Education Act should be strengthened to allow it to carry out the following functions

- i. formulate policy on tertiary education and to recommend the same to Government
- ii. to co-ordinate the long term planning and overall development of tertiary education;
- iii. to liaise with both the public and private sectors on all matters relating to requirements for human resources at tertiary level
- iv. to co-ordinate the planning on the funding needs of tertiary education including the recurrent and development needs of the institutions
- v. to liaise with the Research Council of Zimbabwe on the planning, financing and review of academic research in tertiary institutions
- vi. to co-ordinate the development and implementation of standards for governance of higher and tertiary institutions
- vii. to accredit tertiary education institutions
- viii. to ensure maintenance of standards for courses of study and examinations in the tertiary education institutions
- ix. to establish linkages with external universities and establish modalities of co-operation

- 6.3 The membership of the National Council for Higher Education should have strong representation from industry and commerce. The Chairperson of the National Council should be appointed by the Head of State for a limited defined period.
- 6.4 The National Council for Higher Education should have a permanent secretariat which should be headed by an academic of high standing or by a person of notable industrial achievement.
- 6.5 The National Council for Higher Education should establish, standing committees of experts who will be tasked with carrying out the detailed work in defined sectors such as standards for governance, courses and portability of units between institutions and performance indicators for universities
- 6.6 One of the Expert Committees of the National Council should be a Quality Assurance Committee tasked specifically with
- Quality assurance in tertiary institutions
  - Standards verification
  - The maintenance of a qualification framework
  - Maintaining the development of a code of practice by each institution
- 6.7 There should be a National Qualification Forum with the mandate to define a framework for university qualifications which provides for progression, is broad enough to cover the whole range of achievement, is consistent in terminology and will be understood within and outside university circles. The National qualifications Framework should provide for credit accumulation and set conditions for transfer of credits from one institute to another. The National Qualification Forum for University Education could be established as an Expert Committee with the National Council for Higher Education. The qualifications forum is not the same body as the one proposed for vocational and technical education and training.
- 6.8 There should be a Vice-Chancellor's forum which will include all the Vice-Chancellors of universities and heads of polytechnics. This body will be tasked among other things with the following functions

- i. developing and monitoring the implementation of standards of governance in higher and tertiary institutions
  - ii. establishing linkages with the external and academic institutions
  - iii. recommending to the National Council for Higher Education terms and conditions of service of staff of tertiary institutions
- 6.9 The appointment of the Vice-Chancellors and Pro-Vice Chancellors of Universities should be made by the University Council; which should also have the authority to determine their terms and conditions of service.
- 6.10 The academic year of all tertiary institutions should be aligned to commence in August/September and should end in May/June. Further the Commission recommends that all tertiary institutions should move to semesters.
- 6.11 The Research Council should be strengthened to assume a direct role in the funding of specific research projects in universities. It should work with universities and government to set up priorities for research in line with the nation's economic development goals. It should also monitor programmes of each funded project and ensure that research funds are accounted for.
- 6.12 The Research Council should set up, with the approval and support of government, an Industrial Research Partnership Fund to attract research funds from industry. Contributions into the fund should be tax deductible. In support of this activity, priority research areas should be published from time to time.
- 6.13 In order to promote common standards and transferability of credits, it is recommended that all courses be defined in terms of
- targeted outcomes
  - number of credit hours required to complete the course
  - pre-requisite credits and subjects for entry into a course.
- 6.14 It is recommended that the core curriculum for all students in tertiary institutions include the following components
- i. information and communications technology

- ii. a module for conscience building, incorporating an understanding of ethical behaviour in business, public service, voluntary organisations and the workplace
  - iii. a module on contemporary and future scientific and technological advances
  - iv. a module on Zimbabwe's culture and values
  - v. a module on life-skills
- 6.15 All institutions should review the changing role of staff as a result of Information Technology and ensure that staff and students receive appropriate training and support to enable them to take advantage of its full potential.
- 6.16 It is recommended that institutions of higher education begin immediately to develop for each programme they offer, a 'programme specification' which identifies potential stopping off points and gives the intended outcomes of the programmes in terms of
- i. the knowledge and understanding that a student will be expected to have upon completion
  - ii. key skills : communication, numeracy, the use of information technology and learning how to learn
  - iii. cognitive skills such as an understanding of methodologies or ability in critical analysis
  - iv. subject specific skills, such as laboratory skills
- 6.17 Entry into University should be flexible. A variety of channels should be available rather than just academic 'A' levels. Students from vocational and technical colleges, academic high schools or colleges, work-related training and others should have channels of entry into university.

- 6.18 Mechanisms should be established which will enable industry and to be encouraged to play a direct role in the development of university course contents in their areas of interest. Such courses should be reviewed frequently.
- 6.19 Universities should be authorised to form companies which can be used for
- i. exploitation of research results
  - ii. entering into joint projects with the local private sector or even with external companies
  - iii. raising funds for the universities through a variety of commercial activities including consultancy
  - iv. providing feedback to the university on the scientific and technological requirements of industry and commerce
- 6.20 All public tertiary institutions should have their accounts audited by external auditors. The audited accounts should be made available to the public.
- 6.21 Tertiary institutions should play a direct role in the development of curricula for schools to ensure synchronisation of subjects up to university or polytechnic level.
- 6.22 The wide-spread development of distance education is recommended so that education is available to whoever wants it.
- 6.23 Regarding the financing of tertiary institutions the commission recommends that
- i. Those who benefit from higher education should contribute more to the cost of higher education that is the employer and the graduate.
  - ii. Government should cease giving grants to local and external university students. A mechanism should be established, through the commercial banks, for administering loans to students without applying a means test to parents or sponsors.

- iii. Government should stop giving loans to all college students as the tuition and boarding fees are nominal. The students should also have access to loans from commercial banks.
- iv. Government should facilitate loans from lending institutions to students at universities and subsidise up to 50% of the interest component.
- v. University programmes should be categorised according to critical manpower shortage areas and those students in programmes deemed the most critical areas, those most essential to the development of the economy, should receive more generous financial support in the form of loans.
- vi. Government should maintain capital and recurrent grants to state tertiary institutions.

6.24 Universities should discontinue the practice of in-breeding. They should encourage local postgraduate students to spend some time in foreign universities.

## CHAPTER 25

### ACCREDITATION, EVALUATION, AND QUALITY ASSURANCE

#### INTRODUCTION

- 1.1 The Commission of Inquiry into Education and Training was tasked to:
- *analyse the inherited education system as to the relevance, quality and orientation in the rapidly changing socio-economic environment*
  - *recommend strategies that relate the education system to employment in the private and public sectors and that impart education for life and self-employment.*

In short, the Commission was charged with the responsibility to evaluate the education and training systems in the country.

- 1.1 This Chapter examines three key issues in the provision of quality education namely
- evaluating educational processes, plans, programmes and anticipated end results
  - the issue of quality control at all levels of education especially those measures that are used
  - the accreditation of educational institutions and the programmes they offer to the public in Zimbabwe.
- 1.3 Evaluation involves the assessing of educational programmes to ensure high quality, relevance to national needs and the achievement of objectives. This chapter critically looks at evaluation strategies used in Zimbabwe with a view to making recommendations that will ensure the achievement of high educational standards. The following will be discussed: tests, continuous assessment, projects, various forms of industrial attachment and examinations. The instructional methodologies and the curriculum are also examined.
- 1.4 Accreditation involves the recognition of an institution or qualification. This approval or recognition will be discussed in view of the existence in Zimbabwe of various training institutions and examination bodies, both local and foreign-based.



- 1.5 Quality assurance is the totality of actions and processes through which the quality of education is monitored, maintained and developed. Various agencies responsible for quality assurance in Zimbabwe will be discussed.
- 1.6 Quality assurance in an educational system is vital because education is a worthwhile investment. The goals of education are to produce future citizens who are responsible, productive and conscious of their duties as citizens of the nation.

## 2 CURRENT SITUATION

### Evaluation

- 2.1 In the current of system education evaluation is carried out on the curriculum, teaching and learning materials, human resources, textbooks and the teaching methodology. In all these areas the system has developed officers specialising in each given area. However, evaluation has been different from primary to secondary school level and without a definitive uniformity. The description below explains how evaluation is carried out at these different levels.

### Primary

- 2.1 In primary schools in Zimbabwe, evaluation of student performance and teaching and learning strategies has generally been left as a responsibility of the classroom teachers and the school heads. Pupils progress from Grade 1 to Grade 7 without grade by grade standardized national examinations. Pupils' performance is assessed by individual teachers in a given school by means of tests throughout the year. There are no national criteria or guidelines for teachers to use in order to ensure that the results are of national standard. As a result, pupils' performances differ from one school to the other in terms of knowledge, skills and other competencies.
- 2.2 The Grade Seven national examination administered by the Zimbabwe Schools Examinations Council (ZIMSEC) examines students on four of the eleven subjects offered at Primary School level resulting in students not knowing their strengths and weaknesses in the other subjects. Teachers also marginalise those subjects that are not examined.
- 2.3 Most candidates proceed to Form One regardless of their performance in the four examined subjects. This has resulted in many students having difficulty

linking what they learnt in the primary school with what the secondary school requires them to study. There is a recognizable gap in the curriculum offered in these two sections of the system of education.

- 2.4 School supervision for quality assurance is carried out by Teachers-in-Charge, School Heads and Education Officers. For registration purposes, the Ministry of Education, Sport and Culture, in collaboration with local authorities and the Ministry of Health, have to approve the establishment of all new schools to ensure that the required standards are met by education providers.
- 2.5 The Ministry of Education, Sports and Culture is charged with the responsibility of ensuring a favourable learning environment, minimum enrolment figures, composition of the pupil population in terms of sex and age, qualifications of staff, adequacy of finances and educational equipment, and the suitability and adequacy of premises.

### **Secondary**

- 2.6 Evaluation in secondary schools takes two forms. In forms 1,3, and 5, students are evaluated through formative and summative teacher-set tests and examinations. At national level there are three examinations written at Form 2, Form 4 and Form 6. At the end of 9 years of education, pupils write the Zimbabwe Junior Certificate Examination. At year 11, they sit for the Zimbabwe Ordinary level examination which is provided in association with the Cambridge School Examinations Syndicate. These examinations are administered by ZIMSEC. At 'A' Level, examinations are set and marked by the Cambridge School Examinations Syndicate. Only Shona and Ndebele are set and marked locally.
- 2.7 Subject Departmental Heads, Schools Heads and Education Officers ensure quality control through supervision. To guarantee appropriate conditions for conducting national examinations, these Ministry of Education officers play a pivotal role in ensuring the attainment of national standards.
- 2.8 The system of education also enables adults to use the same local examination centres for writing their own examinations.
- 2.9 These examinations are national. Schools have to be registered as examination centres. In addition, other examination centres are made available to cater for adult and non-formal students.

## **Teacher Education, Vocational and Technical Education**

- 2.10 Teacher Education falls under the Ministry of Higher Education and Technology. Teacher Education college programmes are accredited by the Department of Teacher Education of the University of Zimbabwe which approves syllabuses and examinations. Africa University, the University of Zimbabwe and Bindura University College offer Bachelor of Education degree programmes. These programmes do not come under the direct jurisdiction of the Ministry of Higher Education and Technology.
- 2.11 The general curriculum evaluation of the Teacher Education programme is done by each college, the university concerned assisted by school heads during teaching practice. The evaluation of students performances consist of course work, research projects, teaching practice and examinations.
- 2.12 Government and private Vocational and Technical Colleges are established with the approval of the Ministry of Higher Education and Technology which inspects college premises, approves syllabuses, learning materials and equipment and ensures that the staff employed meet the required criteria.
- 2.13 Companies also do offer their own upgrading courses which do not require national recognition or certification to their staff. Some private colleges offer externally accredited courses. There are no set benchmarks to grade these in comparison to local certificates. Hence, there is no quality control. There are other privately owned colleges which operate illegally offering diplomas to the public, violating the Manpower Development Act which prohibits anyone from conducting, maintaining or providing any non-governmental teacher training college or technical institution without being registered and accredited by the state.
- 2.14 Various ministries such as the Ministry of Lands and Agriculture, the Ministry of Public Service, Labour and Social Welfare, Ministry of Health and Child Welfare, Ministry of Home Affairs and others offer various professional courses. Despite this proliferation of training programmes, there is no national coordination of training. The result

is that there is a huge difference in standards and certificates which sometimes confuse employers.

- 2.15 Nationally accredited vocational and technical programmes use syllabuses provided by Curriculum Research And Development Unit (CRADU) administered by Higher Education Examination Council (HEXCO). However, recently, it has been decided that National Manpower Advisory Council (NAMACO), which is currently undergoing changes, will play a more meaningful role in vocational and technical curriculum determination and accreditation of courses through the establishment of the National Qualification Framework (NQF) and the integration of Trade Testing and Industrial Training.
- 2.16 Various Government Ministries who have their own colleges prepare their own curricula and examinations. These are supervised by college Heads of Departments and principals.

### **Universities**

- 2.17 The National Council for Higher Education makes recommendations for the accreditation of privately owned universities.
- 2.18 All the universities in Zimbabwe determine, administer and carry out assessments of their own programmes. Evaluation of student performance is through course work, projects for some programmes, attachments for specific programmes and examinations, which involve external assessors.
- 2.19 Quality assurance in teaching is achieved through assessment of staff by Heads of Departments, peers, and students who participate through questionnaires.

### **Accreditation**

- 2.21 Accreditation in colleges at the Universities is carried out in a number of ways. In each case, there is accreditation and registration of colleges, institutions and universities by relevant ministries. Secondly, accreditation also covers internally designed curricula and courses in various private and government institutions. External programmes offered through distance education by some institutions are also

accredited by the state. Various qualifications also have to be approved and accredited for them to be valid for employment purposes in the country. However, this accreditation practice may require reevaluation and restructuring to enable it to ensure relevant standards for the country. The description below shows the nature of accreditation that takes place at teacher education, vocational training and technical education.

Teachers who graduate in Teachers' Colleges have no certification problems because they were accredited by the University of Zimbabwe.

- 2.22 The ZINTEC programme which was considered to train good teachers, was being phased out.

### **Quality Assurance**

- 2.23 Quality assurance is carried out in different ways and in different institutions. Much of quality assurance involves internal and external review of the curricula, courses and programmes. It also concentrates on the management of quality education by assessing the abilities of the teaching staff, the administrators of the institution, the quality and quantity of the equipment available and in use. Service quality is also a key component of quality assurance.
- 2.24 In schools, curriculum review is generally carried out by CDU and the various subject panels teachers associations. In teacher training colleges, programme and course reviews are carried out by the Department of Teacher Education at the University of Zimbabwe in collaboration with various external examiners whose work is coordinated and supervised by the same department. However, there are too many differences between the quality of content in the courses offered at different teachers' colleges. There appears to be a need for a rigorous standards system put in place to determine which students can be said to have achieved required professional teaching standards.

### 3 FINDINGS

#### Primary

- 3.1 As preparation for school at Grade 1, pre-school should be limited to guided play. There were complaints that some schools compel pre-schools to teach children material that belonged to Grade 1.
- 3.2 From Grade 1 to Grade 6, there were no consistent, non-threatening procedures to ascertain levels of literacy and numeracy. As a result, over the years the quality of education has deteriorated to the extent that some Form 4 pupils were considered illiterate. Respondents were also concerned about the following examples of weaknesses in the system
- children were not encouraged to solve problems, discuss, analyse and investigate issues logically
  - children were denied opportunities to develop observation, analysis, communication and creative skills
  - children were forced into academic, rote learning programmes from Grade 1 by primary school teachers
  - the school system was examination-oriented. As a result only core subjects were concentrated on, leaving pupils with a paucity of survival skills
- 3.3 Parents were extremely concerned about the fact that their children were not achieving required levels of learning, they were automatically promoted. This is tantamount to promoting failure.
- 3.4 People were concerned about the multiple-choice Grade Seven Examinations which, in their view, relied on guesswork. This type of examination, they argued, was not reliable. There was no link between the Grade 7 Examination and Secondary School work for which it was intended to prepare pupils. There was no continuity of content.
- 3.5 Some respondents said that the quality of education in primary schools had deteriorated considerably, partly due to weak supervision. They said that some school heads were appointed due to long service rather than their abilities and skills. Their ability to supervise

adequately was therefore, questionable. Most rural schools did not have teachers-in-charge to help the school head. In some cases, the school heads were overburdened by being teaching heads and supervising Early Childhood Education and Care (ECEC) centres. Most remote rural schools were rarely visited by Education Officers.

- 3.6 The quality of primary education was also said to be compromised by reliance on unqualified teachers and inadequate educational resources and facilities. For example, most rural schools visited by the Commission had no libraries or resource centres. Worse, still there were inadequate classrooms, furniture and textbooks.

### **Secondary**

- 3.7 Some people suggested the amalgamation of ZIMSEC and the Curriculum Development Unit, on grounds that the two play complementary roles in the provision of education.
- 3.8 Other respondents argued that the high rate of failure in Zimbabwe showed that the curriculum and examinations were too academic and hence inappropriate for the majority.
- 3.9 It was further argued that the requirement of 5 'O' levels including English Language for a pass was unrealistic and marginalised the majority. It was said that the college entry requirement was adopted from the colonial era where unfair requirements were used to disqualify blacks. Respondents argued that a pass in Geography, Mathematics, Science and History demonstrated a good command of English since these subjects were studied in English. Therefore, English Language should not necessarily be a requirement for entrance into colleges.
- 3.10 Zimbabwe Schools Examination Council which is responsible for assessment and evaluation at Grade 7, Zimbabwe Junior Certificate, 'O' level and 'A' level examinations was attacked by many people who gave evidence to the Commission. Their reasons were
- there was an unprofessional handling of examinations which was characterised by leaks, corruption, and general poor management of the examination processes

- that at times, schools received examination papers in insufficient numbers, resulting in photocopying which could be abused by some unscrupulous school head
- that some schools received papers which had glaring typographical and content errors
- that in many cases wrong examination papers were sent to schools
- the morale of markers was low due to poor remuneration and delays in payments.
- that examination papers arrived at some schools late after the writing date
- that some examiners were not qualified to teach the areas they examined
- that the requirement to pay examination fees in February was insensitive to parents in rural areas who did not receive payment for their crops until later in the year
- that practical examination papers were sometimes not sent to schools in time to allow the teachers to put in place the required equipment.

- 3.11 ZIMSEC officials admitted that the examination system was facing difficulties. These were attributed to the fact that Government had set a low fee structure and the fees were not paid directly to ZIMSEC. The current exam fee structure did not help ZIMSEC improve the quality of its service.
- 3.12 A committee was convened by the Ministry of Education, Sport and Culture to examine the relevance of the ZJC Examinations. They came to the conclusion that the ZJC examinations in its present form no longer served any purpose.
- 3.13 The 'A' level examination was considered to be too expensive. Respondents were also concerned about lack of a mechanism for evaluating the education system from Grade 1 to post graduate level on a regular basis.
- 3.14 The pathetic state of machinery and equipment for practicals and lack of laboratories and libraries in some secondary schools, were responsible for the declining standards, said some respondents.



## **Teacher Education, Vocational and Technical Education**

3.15 The lack of supervision for teacher education was criticised because it encouraged slackness among some of the staff.

3.16 School heads complained that most primary teacher trainees regarded their "Teaching Practice" as an 'outing' because the assessment made by the mentor and the school head were not taken seriously. Student teachers worked seriously only when their lecturers visited their schools.

3.17 A study on accreditation and evaluation in vocational and technical colleges carried out by the Commission concluded that there was no national body to monitor the performance of all institutions and to determine national standards in these institutions and other forms of training. As a result, the training system appeared chaotic and leading to

- problems in transferability of credits from one institution to another and from one university to the other
- complications in advancing from certificate to diploma and ultimately to university
- lack of linkage between 'A' level subjects and university work
- problems in recognition of some qualifications in the employment sector
- the mushrooming of a multiplicity of courses offered by foreign examination bodies, some being substandard and expensive
- lack of linkage between technical departments in colleges and universities, and a dislocated and differentiated education structure that militates against advancement to higher levels
- the pass rate of government vocational and technical institutions being sometimes arbitrarily adjusted
- non availability of some courses which were needed in Zimbabwe

3.18 Trade Testing was available for only a few trades, leaving out various essential trades particularly those required by the informal sector. Trade Testing was not publicised, resulting in the general public not knowing that the service was there and useful.

- 3.19 Another study conducted by a French consultant assigned by the Commission observed that the Zimbabwean education was highly structured, requiring everyone to write academic examinations before qualifying for technical training. That was considered to disadvantage the majority of students who did not pass examinations but who had potential skills. There was no provision in terms of training and job placement for those who were not academically inclined. To rectify this anomaly the following were proposed
- closer collaboration between Apprenticeship Training and Trade Testing and flexibility of qualifications
  - the introduction of Technology Education across the entire curriculum to provide for many competencies
- 3.20 It was observed that Principals of Government Polytechnics and technical colleges participated in the Grade Review of examinations written by their colleges. That had serious implications on quality assurance and objectivity, according to respondents.
- 3.21 Statistics from Higher Education and Technology showed that the pass rate was not up to expectations and there were large numbers of students who had to repeat. This paused additional costs to Government.
- 3.22 Lecturers said that the entrepreneurial skills developed by vocational and technical training through Development Studies was deficient in practice as most post-graduates lacked ideas for job creation.
- 3.23 Some overseas qualifications offered to the developing world were considered substandard. It was said that courses were deliberately designed to provide a certificate at completion rather than develop useful and relevant skills. The pseudo-correspondence courses had minimal continual assessment and very little terms of skills and competencies specified.
- 3.24 Some respondents claimed that there had been mishandling of examinations by the Higher Education Examinations Council. It was alleged that examinations were leaked and results had sometimes been forged. It was further alleged that candidates sitting for a secretarial

examinations had on occasions found themselves presented with Engineering Papers.

- 3.25 The French consultant was critical of the HEXCO operations particularly in terms of the centralized determination of courses and qualifications. It was pointed out that all courses needed a regional or district component of curriculum. The necessity to combine ZIMSEC and HEXCO was proposed.
- 3.26 People reported to the Commission that the quality of teaching in Government vocational and technical colleges was not supervised or assessed by the Ministry of Higher Education or any other external agency. That had resulted in the decline of standards.
- 3.27 It was further pointed out that most machinery used in workshops was obsolete and that this situation was worse in some newly established private colleges which offered vocational and technical training with no machinery and equipment.
- 3.28 The recent report of the Parliamentary Finance Committee presented to Parliament strongly condemned the Ministry of National Affairs, Employment Creation and Co-operatives for its gross incompetence and inefficiency in supervising its skills training centres. The Committee also noted that these centres performed below standard due to the lack of experienced personnel and expertise. It recommended that those institutions immediately be transferred to another ministry.

### **Universities**

- 3.29 The Commission was informed that the accreditation of universities was the responsibility of the Council of Higher Education normally done through an Act of Parliament. However, the training degrees and programmes offered by these universities do not seem to be accredited by the accrediting authority. This generally results in some university graduates receiving diplomas and degrees which do not enable them to get employed. Some graduates eventually seek employment in jobs which are not commensurate with their disciplines and skills training. The majority of such graduates lack relevant skills to the economy of Zimbabwe.

- 3.30 There was very little linkage between the university curriculum and national developmental needs, resulting in the production of graduates who have to be retrained in order to be employable in industry.
- 3.31 Respondents observed that there was no Tertiary and Higher Education Qualifications Framework to facilitate mobility from technical colleges to universities and vice-versa.
- 3.32 There was some anxiety that internal and external quality assurance in some university departments was inadequate.

### **Findings from Other Countries**

- 3.33 Continuous assessment was used quite effectively in other countries to assess progress in acquisition of various skills. In Australia, two tests were done at primary school level in Year 3 and Year 5 to test skills in language and literacy.
- 3.34 In Sweden, there was a National Agency for education responsible for the national test bank. At the end of the second grade pupils sat for a diagnostic/prognostic test in Swedish and Mathematics. At Grade 5, they wrote a test in Mathematics and English. At the end of year 9 there was an examination in Swedish, Mathematics and English. At upper secondary level, pupils who had successfully completed their academic and project work were awarded diplomas.
- 3.35 Vocational and Technical Education evaluation, accreditation and quality assurance in other countries was done by independent bodies which exercised executive powers. In the United Kingdom awarding boards such as City and Guilds, drew up National Qualifications Requirements for their trades. The New Zealand National Qualification Authority was an independent body responsible for setting and reviewing standards and qualifications. It accredited all providers of training and administered all national examinations. In Mauritius, the National Accreditation and Equivalence Council assured the quality and recognition of tertiary courses and decided on academic and training programmes. Finally, in the Netherlands, the Dutch Association of Polytechnics co-ordinated all quality assessment and certification programmes. This demonstrates that co-operation

between education and industry in training and certification in other countries is a well structured and organised programme.

- 3.36 There was some anxiety that internal and external quality assurance in some university departments was inadequate. Some university lecturers complained that the external quality assurance exercise tended to be expensive and a formality that gave external examiners pleasant holidays.
- 3.37 People also pointed out that industry seemed not to be involved in determining quality assurance at institutions of higher learning, especially universities. They recommended that industry should be involved in the assessment of university programmes and courses.
- 3.38 During studies carried out in Germany, it was discovered that their dual system combined vocational training with work experience on a weekly basis. The larger part of that training took place in the productive sector for a given period. This enabled industry and training institutions to monitor and review the quality of training simultaneously.
- 3.39 In Australia, training was closely linked to business through the Australia Business Week which gave students exposure to business activities and needs. To ensure quality of training, the foundation for Australian manufacturing also helped students to form companies while they were still training. Those activities had the support and participation of various government ministries, universities, large corporations and chambers of various industries.
- 3.40 In the United Kingdom, quality assurance in skills training was provided through the co-operation of the schools and the National Education Council for Industrial Training in planning and developing curricular materials and equipment used in schools. The quality assurance exercise also required that students worked in industries for a given period to allow industry to determine whether the skills given in schools were of high quality.
- 3.41 In some countries, quality assurance in tertiary institutions was taken very seriously for instance

- The Mauritius Institute of Education offered management and administration courses for Inspectors (E.Os), and professional management for School Heads and their deputies. It also offered a Diploma in Education Supervision and Inspection for former administrators who do Action Research Methodologies. These programmes have the effect of improving the quality of schools supervision using national criteria
- In the Netherlands, the National Training Inspectorate inspects course delivery in colleges to ensure high standards. It reports directly to the Education Minister
- In the UK, the quality of university teaching is assessed subject by subject by a Government Agency which inspects laboratories, libraries, lecture delivery, performance of students and others. It makes follow-ups to ensure that its reports are taken seriously.

#### 4 COMMENTS

- 4.1 The Commission believes that entrance tests to prospective grade one pupils by some schools are unrealistic and unfair to children. In many instances, these tests require numerical and alphabetical second language skills only.
- 4.2 The Commission is concerned about the lack of implementation strategies to achieve primary educational goals. A national strategy on primary education should provide guidelines that will assist curriculum developers, education planners, examiners and other key players. Presently, there is one national examination at grade 7. To address the deficiency, the Commission suggested non threatening standardized tests conducted at year 3 and year 5 to assess the performance of the system at these levels. Teachers would need to be prepared and trained for this kind of assessment.
- 4.3 ZIMSEC can play a role by training teachers on how to prepare these tests through item writing and how to mark, for quality assurance. Pupils can be allowed to repeat the area of low performance while proceeding with other areas. This system relies a great deal on

remedial teaching and counselling. Each pupil should have a skills logbook to record progress in different specific skills areas.

- 4.4 To ensure quality of learning and teaching, methodology should change from focussing on rote learning to real life situational problem-solving techniques. Primary school pupils should work on finding solutions to local developmental problems, for example, unemployment and vandalism. Pupils should learn to define their own objectives and come up with their own findings. Business skills, in the view of the Commission, are essential and should be developed at this level. Children should be furnished with ideas on how tuckshops and small-scale businesses operate. This should be tailored to their levels of understanding.
- 4.5 To improve the quality of teaching and learning, teacher education should develop the teaching of practical subjects in Teachers' Colleges so that teachers confidently impart such skills in schools. In the Commission's view, primary education can benefit from team teaching where skills teaching is taught only by those teachers who have an aptitude in the specific area, for example Music, Art, Craft and Computers.
- 4.6 Teaching methodology should challenge the pupil to think rather than repeat what is learnt in class. This can be achieved through project method, debates, discussions, problem-solving, research and other tasks. These methods should help develop creativity, practical skills, healthy social attitudes, coherent reasoning and critical thinking. The Commission concurs with the concerns of people that the primary education system destroys the natural curiosity, eagerness to learn and talents that children have before going to school and conditions them to become parrots with limited aspirations.
- 4.7 To reduce dependency on examinations, there is need to strengthen other methods such as continuous assessment and the use of school administered tests. Continuous assessment can help to adjust teaching tactics according to the development of pupils. The Commission strongly believes that if continuous assessment is used effectively, using nationally laid down criteria, and records are kept, pupils are likely to learn more progressively in a non-threatening environment.

- 4.8 The Commission feels multiple choice examinations are useful, not withstanding the criticisms because they have been successfully used elsewhere as an assessment tool. However, they should be supported by other forms of testing such as case studies, essays, observation techniques, demonstration of skills, and application of principles to solving relevant problems. It is the Commission's submission that the Grade 7 Examination judges pupils rather than assists them at an early age.
- 4.9 As a tool for evaluation and quality control strategy, the administrative structure for school supervision needs a close review. In a decentralised education system the Education Officers should be seen to have more supervisory authority than school heads and school heads should have powers to ensure quality education in their schools since they should be virtual managers of the schools. They however should be trained to head schools and not merely appointed on the basis of seniority. The Commission views with concern the inefficient external supervision of schools currently prevailing in the country.
- 4.10 The Commission does not agree with the proposed merger of Curriculum Development Unit and the Examinations Council as this measure would result in the reduction of the services of each unit and bring about lack of the checks and balances principle.
- 4.11 The Commission, after studying the 'O' level examination results of 1995 and 1996, concludes that the current examination system does not help the students in determining their appropriate career paths. The 80% who are not academically oriented but most probably have different skills orientation and aptitudes are not accommodated. In response to this national concern about the quality of education, the Commission proposes an education structure that allows pupils to follow different educational paths after year 9. These four paths are General, Business/Commercial, Technical and VTC Evaluation and certification will focus on practical skills acquired, continuous assessment and trade testing.
- 4.12 The concerns of the public of what constitutes a pass at 'O' level are quite legitimate. The current unrealistically high requirements of 5 'O' levels including English, considering that the 5 subjects are



largely academic, marginalise many people who would otherwise qualify for tertiary entry. Most college lecturers admitted that one does not need 'O' level English to do well in Engineering but Science and Mathematics are needed. This was confirmed by an international consultant on examinations.

4.13 Government is partly responsible for problems of ZIMSEC which have resulted in inefficiency. The policy of cabinet approval for examination fees has negative effects as the current \$63.65 per subject at O level and \$5 per subject at ZJC level are unrealistically low. Education is an investment, it has to be paid for. Government should explore ways of making ZIMSEC sustainable to improve the quality of service. ZIMSEC needs the following to operate efficiently

- trucks for delivering examination papers
- well-qualified staff and staff development programmes for examination officers and examiners as well as teachers in general
- funds to pay markers at market rates
- state-of-the-art computers and other machinery
- better premises
- staff vehicles for coordinators of examination
- funds for accessing quality paper and other materials

4.14 In reaction to the concerns about the current Zimbabwe Junior Certificate examination, the Commission feels that there is no need to put undue pressure on pupils on the 9th year. The purpose of Basic Education is to expose pupils to different areas. At Year 9, the teachers who know more about the pupil's capabilities, can be trusted to make a more accurate assessment than an examiner who tests the child on a specific day for 2 hours only. External assessment and examinations are more relevant at Year 11 when pupils write their leaving school examination.

4.15 To improve the standards of school supervision and to make it more efficient, lessons can be drawn from the Mauritius example where educational administrators receive training in educational management.

- 4.16 The concerns of the public about the quality of Teacher Education are quite valid. The Commission recognises that the quality of teachers produced by the system determines the success or failure of its recommendations. High entry qualifications for teacher training colleges are required such as “A” level or the equivalent.
- 4.17 Pre-service Teaching Practice has to be revisited with a view to giving school heads a more meaningful management and supervision role.
- 4.18 A good work ethic and morals should be the linchpin of the teacher training curriculum as teachers play a significant role as opinion leaders and trend setters in schools.
- 4.19 Zimbabwe needs national standards for a teacher which will provide guidelines for the entire Teacher Education Curriculum. Admittedly, local teachers are of a high quality, as they command a good reputation in Southern Africa; however, improvement is needed in terms of behaviour, skills, competencies and potential for further development.
- 4.20 The Commission identified the following advantages of ZINTEC which can be considered in enriching Teacher Education
- resourceful teaching using the local environment
  - confidence in course delivery due to the emphasis on practical teaching
  - collaboration with the community and involvement in community development
  - commitment to work in rural areas
  - self-reliance and creativity, developed through Distance Education
  - production of relevant resource materials by local intellectuals for student teachers
  - flexibility of curriculum materials, content and course delivery
  - the strong relationship between the Teachers’ College and the schools where students perform teaching practice
  - the capacity to produce a specific type of teacher who meets the changing national needs. The ZINTEC model brought

dynamism in training which can be used not only in training teachers but in other various types of training

4.21 The Commission is aware of the changes going on in Higher Education which are likely to address the concerns of the public about the quality of technical training, the organisation of training by various providers, lack of articulation of courses, poor co-ordination of courses, and of training, and relevance to the national economy. It is hoped that the recent establishment of the National Qualifications Authority will

- create a single national qualification framework for vocational and technical training
- facilitate transferability of credits and progression to higher levels of training
- co-ordinate all training which currently falls under various ministries and establishments
- accredit all examination bodies and institutions
- promote and facilitate participation of various stakeholders in the training process

4.22 The commission considers that technical colleges should introduce flexible training structures which can accommodate inclusion of certain competencies as required by industry and the informal sector and phasing them out when that need has been met. There is need to improve the interface between training and industry in Zimbabwe by exploring models tried and tested in other countries.

4.23 Overseas courses, some of which are substandard in quality, will continue to be popular as long as normal college entry remains elitist and discriminatory and college vacancies insufficient for the large numbers of school leavers. In this case, it is advisable for the relevant authority, the NQA, to vet all foreign courses offered locally and scrap those that do not measure up to specified national requirements.

4.24 The Higher Education Examinations Council (HEXCO), which administers most national Vocational and Technical examinations has managed to localize about 82% of courses. HEXCO needs to widen its facility to examine short modular courses, informal sector and

distance education courses. HEXCO examinations have to be aligned to university education to facilitate mobility of higher diploma holders to university.

4.25 The Commission observed that the local job definition and training are not compatible with the rapidly changing competence requirements. There is also a tendency to train for new competencies using obsolete machinery. For example, journalists in state colleges are trained with old computers instead of new ones that will enable them to access the Internet. The establishment of Chambers of Crafts will help alleviate our training problems through

- proper processing of new trades
- identification and definition of new skills competencies based on changing local and global developments
- the identification of obsolete trades for removal from training
- definition of competencies for new skills areas
- the putting in place of structures that will enable the small-scale producer to improve product quality
- organising flea markets, mobile rural markets and other marketing strategies
- keeping a registry of all registered small and large scale goods and service providers for the benefit of the public
- ensuring that all service providers and producers of products are knowledgeable about the basic principles of their trade

4.26 The Commission acknowledges the establishment of the Zimbabwe Association of Accounting Technicians (ZAAT) which is the first home-grown accounting course of study established jointly by financial organizations, government, the private sector, the University of Zimbabwe Accounting Department, and international agencies. The course structure and development is responsive to the national context. This genuine co-operation with Government financial support is commendable and should be considered in developing other courses.

4.27 The assessment system in vocational and technical education is not uniform due to the multiplicity of training priorities, some with foreign accreditation, resulting in variegated standards. Generally,

the following criteria are used by Government to assess students for a qualification: the project, course work and workshop practice, examinations and industrial attachment.

4.28 The Chamber of Crafts in the Commission's view will help

- improve recognition and respect for each trade by coming up with respectable job titles like landscape technician (gardener), that will develop pride in the trade
- increase training by designing and developing areas of training like music technology, refrigeration engineering, dry cleaning, roofing and thatching, sewing machine technology, hospital management, heavy duty driving and service, office equipment engineering, petrol attendance, performing arts, china design and decoration, gymnastics, keep fit and health, decorative ironwork, restaurant training, leisure and tourism, borehole mechanics, locksmith training, jewellery and stonemaking, ceramic art design, plastic technology and leather design and crafts

4.29 The quality of training could improve if more student projects were introduced including group projects on entrepreneurship. The German and Netherlands models are useful, where training is actually project oriented and various lecturers work co-operatively to teach a specific competence so that engineering students appreciate the mathematical, scientific, architectural, technological and other dimensions of a specific demonstration.

4.30 The Commission is concerned about the low performance levels of students in technical colleges as reflected by the analysis of the 1998 results and suggests that course delivery strategies, provision of training equipment and assessment techniques be revisited.

4.31 There is also need to conduct tracer studies on graduates of vocational and technical training for assessment purposes. This will help evaluate the relevance of training to national needs.

4.32 In our market based economy, short term intensive courses do not need to be centrally planned. Training institutions can be made more flexible and responsive to changing local labour markets by shifting

the locus of decision-making and financial responsibility to principals and vice chancellors and involving local authorities, professionals and employers in the design, management and financing of training programmes. This will ensure the decentralisation of regionally relevant short-term courses in terms of curriculum content, the purchase of relevant machinery, the hire of short-term lecturers, certification and accreditation. Region-specific long-term courses can also be designed. However, these will need the approval and recognition of central government.

4.33 To improve the quality of university instruction, the Commission suggests that more time should be allocated to practical activities and projects by students which give them exposure to the real world of work as well as research in libraries and other resourceful places.

4.34 In addition to sabbatical leave, which gives lecturers opportunities to gain exposure, new teaching methodologies and other experience outside the country, lecturers should be given time periodically to upgrade themselves on latest developments in their programme areas locally through attachment to industry and various other activities.

4.35 In Zimbabwe, the current system where universities are evaluated by the National Council for Higher Education every 5 years and external examiners sample only a few examination papers is unsatisfactory because it can be symbolic. There is a need to buttress internal quality assurance by individual department heads and the student population.

## 5 CHALLENGES

5.1 The prime challenge to Zimbabwe is to establish effective evaluation structures and strategies for the entire education and training system that would evaluate not only the quality of teaching and learning but also the relevance of the education system in a dynamic global society.

5.2 The nation faces a challenge to create a dynamic teaching workforce which not only keeps abreast with the changing demands of the job but is also flexible enough to offer various skills and to design multi-disciplinary teaching and assessment techniques.

- 5.3 There is an urgent need to develop effective and efficient continuous assessment techniques and a computerised pupil progress log for suitable placement in terms of trades.
- 5.4 The adoption of quality assurance measures that will ensure that our education maintains a high standard locally and internationally remains a top priority.
- 5.5 Zimbabwe needs to put in place structures that ensure that all education providers at various levels meet the stipulated national requirements in terms of quality of education, accreditation and certification.

## 6 **RECOMMENDATIONS**

- 6.1 It is recommended that the following assessment instruments be adopted for school years 1 to year 9: school reports, continuous assessment, child profile which includes skills mastered at the end of each year, tests developed by teachers in collaboration with ZIMSEC.
- 6.2 It is also recommended that sub-committees be set up to design outcomes-based tests for other subjects at the Basic Education Level.
- 6.3 The multi-disciplinary approach and entrepreneurial skills development should permeate the entire education system from year 1 to Post-Graduate level, for quality education.
- 6.4 That the ninth year assessment includes guidance and counselling designed to channel students into specific areas of competence such as technical, commercial, vocational, and academic pathways.
- 6.5 That there be one National Examinations Council responsible for evaluation, assessment and quality control at all levels of the education system and training.
- 6.6 That a cheaper and simpler strategy for funding examinations without putting a burden on the students and parents be devised.
- 6.7 That all school heads, Education Officers, department heads and principals be professionally trained as managers and administrators before being appointed to the relevant posts.
- 6.8 That there be linkages between secondary school technical and vocational curriculum and the curriculum in the technical colleges and universities.
- 6.9 It is recommended that there be established a National Training Council to manage all training systems from secondary school to university level.
- 6.10 That student projects at university and technical college levels be linked to industry and other productive sectors.

- 6.11 That a definitive mechanism for insuring the transferability of credits between institutions be put in place.
- 6.12 The supervisors of technical and university students on industrial attachment should be given a more meaningful role in evaluation through more focused evaluation instruments.
- 6.13. The creation of a structure that would make the trade testing facility more accessible to the public by catering for a wider range of disciplines.
- 6.14 Zimbabwe needs an Institute of Teaching and Learning to facilitate dialogue among educators and hence improve standards.
- 6.15 The Commission recommends the setting up of structures to check on all training providers on a regular basis and verifying compliance with required national standards.
- 6.16 The entire education system needs to consider the special needs of the disabled in terms of
- a flexible curriculum which allows them to select skills areas which are relevant to their needs
  - provision of special gadgets and educational resources that enable them to learn effectively
  - a user-friendly examination system which accommodates their needs for more time, special braille print and other facilities, use of sign language and others
  - the increasing use of continuous assessment which does not put the seriously disabled under undue pressure of examinations
  - alternatives to examinations such as trade testing in tertiary evaluation of the disabled
- 6.17 It is recommended that the Chamber of Crafts and the Chamber of Commerce be decentralised to local areas to cater for co-ordinating skills training with local schools in relevant regional trades.
- 6.18 That there be instituted some limited external system of ensuring quality assurance in universities and other tertiary institutions.
- 6.19 That there be instituted a system of national awards for innovations and inventions.



## CHAPTER 26

### RESEARCH AND DEVELOPMENT

#### INTRODUCTION

Term of Reference 2.1.6 specifically requires the Commission to *“make recommendations on relevant aspects of scientific and technological research and development and delineate their role in education and training.*

- 1.1 Zimbabwe has an excellent history of research, particularly in Agriculture. Research and development (R&D) activities began and progressed strongly in agriculture, veterinary sciences and related areas. The emphasis placed on agricultural research was a direct consequence of the importance placed by the government on agricultural development as a sector under-pinning the development of the whole economy. In other words priorities in research and development synchronised with priorities in national development.
- 1.2 Agricultural research started with, and continues to have, a clear purpose and focus, that is, the effective improvement of our agricultural system for the benefit of all citizens. The major actors in advancing agricultural research and development are the Government in partnership with other stakeholders. By and large the Government set policy and provided the resources, the researchers and the extension workers. The latter transferred results to and translated for the farmers. The farmer made use of the research results.
- 1.3 This synergy between research institutions and the farmers who use the research results is a key success factor in Zimbabwe’s agricultural research. Researchers in educational and other institutions could benefit by adopting some of the techniques used to propagate results in agriculture.

The role of research in promoting and enriching education and training in Zimbabwe is a major concern of the Commission. Furthermore, the effectiveness of an educational institution is enhanced if it participates actively in the development and

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The role of research in promoting and enriching education and training in Zimbabwe is a major concern of the Commission. Furthermore, the effectiveness of an educational institution is enhanced if it participates actively in the development and

- enhancement of knowledge. This, in turn, develops and enhances the capability of the educational institution.
- 1.4 Research, whether carried out in educational institutions, in research centres, or in the research arms of Ministries, serves to develop the human resources of a country in several ways.
- It develops and nurtures a culture of enquiry
  - The researcher, entrepreneur and the end-user are kept up-to-date in their field by the knowledge generated in the research
  - It contributes significantly to the development and growth of scientific and technological literacy in the country.
- 1.5 Research plays an important role in increasing the capability of companies in an open market economy to choose, operate and manage modern technology for improvements in quality and quantity. As the economy of Zimbabwe is transformed into an open economy, competition both domestic and foreign, should spur companies to improve or upgrade their services and products. To increase its exports Zimbabwe's products must be competitive globally in both quality and price. This can be achieved through investments in appropriate research or in importing the required technology.
- 1.6 Local research and development institutions are well placed to assume a leading role in the adoption and adaptation of foreign technologies. The process of transforming foreign technology making it more appropriate for local applications is an important value-added feature in R&D.

## **2 CURRENT SITUATION**

- 2.1 Zimbabwe's national policy on R&D is enshrined in the Research Act of 1986 as amended in 1994 and 1998. In addition there are Acts of Parliament which govern the establishment and operations of the sectoral Research Councils such as the Medical Research Council and the Agricultural Research Council.
- 2.2 Zimbabwe has an impressive tradition of research in agriculture. The success of the tobacco industry as a foreign currency earner is a testimony to this. The body mandated with responsibility to oversee research in agriculture is the Agricultural Research Council.

- 2.3 The Ministry of Agriculture has a number of research centres which are under the Department of Research and Specialist Services.

Some of the research centres are

Henderson Research Station	-	Mazowe
Chiredzi Research Station	-	Chiredzi
Coffee Research Station	-	Chipinge
Cotton Research Station	-	Kadoma
Grasslands Research Station	-	Marondera
Matopos Research Station	-	Bulawayo

The Veterinary Research Laboratory plays an active and important role in the detection, analysis and control of animal diseases in Zimbabwe.

- 2.4 The Ministry of Health has the Blair Research Station which is renowned for a number of important inventions. The Medical Research Council is also mandated to oversee and co-ordinate medical research in Zimbabwe. There is considerable research activity carried out by the staff the of the Medical School at the University of Zimbabwe.
- 2.5 Mining is an important contributor to the gross domestic product of Zimbabwe. The University of Zimbabwe's Geology, Mining Engineering and Metallurgy Departments all contribute to research and development in mineral resources and mining research. The Chamber of Mines produces the Chamber of Mines Journal. The Ministry of Mines funds the Institute of Mining Research which is incorporated as a department of the University of Zimbabwe. It was founded specifically to engage in research, both pure and applied, for the benefit of the mining industry. The School of Mines in Bulawayo carries research in environmentally friendly mining methods.

- 2.6 The Office of the President and Cabinet takes a direct, active and practical interest in research and development in support of the economy. It is the parent office of the Research Council of Zimbabwe which is mandated by the Research Act to promote, direct, supervise and co-ordinate scientific and technological research in the country. The Research Council is tasked with undertaking a review of areas of research at present carried out in Zimbabwe, to indicate other areas of research which, in the national interest, could be usefully investigated and to suggest suitable lines of research within such areas, together with the responsibility for this research. The Act also provides for the establishment by the Research Council of other research councils and research institutes. For instance, the establishment of the Scientific and Industrial Research and Development Centre (SIRDC) was recommended by the Research Council as a premier research institution geared to underpin and support the efforts of industry to modernize their operations, and to acquire state-of-the art, appropriate and effective technology.
- 2.7 Zimbabwe has some research institutions which are funded by the private sector. For example, the Tobacco Research Board is funded by the tobacco industry, including the farmers. It is one of the most effective research institutions in the country. Similarly, the Pig Industry Research Board supports the pig industry with research and development activities.
- 2.8 Research in the University of Zimbabwe, National University of Science and Technology (NUST), Africa University and Solusi University is monitored by their respective Research Boards or Committees. Some of the Universities have Faculty Research Committees as well as Departmental Research Committees.
- 2.9 The Ministry of Education, Sport and Culture and the Ministry of Higher Education and Technology both carry out their own research activities. These are aimed at monitoring the implementation of their plans and programmes. This research primarily focuses on the collection of data to monitor programmes of the Ministries with the aim of assessing the performance of their systems.
- 2.10 Some industries in Zimbabwe have their own research and development units. These carry out research aimed at improving the

quality and price-performance of their products. This has become especially important because of the opening up of the economy which brought with it strong competition.

- 2.11 Though the private sector and individual producers are financing some research centres, research is still largely supported by the Government. Most of the Research Councils, Research Centres and research at tertiary institutions obtain their funding from the Government. The budgets of these research activities are subsumed in the budgets of the parent organisations. In other words there is no system for bidding for funds for individual research projects at ministry level.
- 2.12 Budgetary allocations for research have been on the decline in recent years. Practically, all Government funded Research Councils and institutions are experiencing shrinking budgets. The Universities, however, are apparently on standstill budgets in real terms.

### **3 FINDINGS**

- 3.1 There were strong views expressed to the effect that scientific research should be introduced at an early age in the education system. Creative activities and projects should be encouraged in schools, starting at the primary school level. Practising professionals, engineers, technicians and scientists should be invited to make presentations on their work in schools.
- 3.2 It was proposed that outstanding research work, innovation and creativity should be rewarded. National recognition must be shown through the establishment of a national Research Register. Research in science must be supported nationally to enhance creativity. Most academics carry out consultancy work instead of research. Lecturers spend relatively little time on research. The country could benefit if the university staff and scientists carried out research and initiated creative developments to boost indigenisation of our industrial base, university teachers and students argued.
- 3.3 Respondents said a state funded Research Institute should be set up to co-ordinate and collate all research works and ensure the transfer of research findings to practical usage. They pointed out that research

funding is wasted if there are no adequate extension services to assist the nation in applying or exploiting research findings.

- 3.4 Stakeholders proposed that workshop practice and research methodology must be included in the undergraduate programmes. There should be more interaction among students and between students and teachers to promote research. African scientists and researchers must interact. Furthermore, institutions and departments should share their research facilities and findings.
- 3.5 The quality of the research work and publications should be one of the pre-requisites for promotion in teaching and lecturing. Recruitment of researchers and research assistants should be transparent and on merit. Stakeholders asked whether the criteria used for promotion in universities are conducive to promoting research that addresses the development of the economy.
- 3.6 Concern was expressed that local universities concentrated on teaching instead of creating a balance between teaching and applied research. It is ironic that inspite of large investment in teaching, local industry is unhappy with the quality of our graduates. Questions were asked on why our institutions of higher learning are not producing researchers.
- 3.7 Stakeholders wondered why poor links exist between industry and commerce on the one hand and universities and research institutions on the other. People further asked whether local industries appreciate the role which research institutions and universities can play in industrial development. Lecturers should be allowed time to carry out industrial research which will facilitate the interaction between industry and colleges.
- 3.8 Respondents said there was a need for Government and industry to adequately fund research programmes. Further, respective industries should be encouraged and assisted in setting up their own research units. It is unfortunate that most companies in Zimbabwe rely on imported or foreign researched technologies despite the associated high costs. Evidence from the United Kingdom indicates that the success of new business could depend on the availability of industrial



research or access to government laboratories and/or university research facilities.

- 3.9 It was claimed that Zimbabwe is very poor in policy research. There is no public policy research, no science and technology policy research, no industrial policy research and no economic policy research.
- 3.10 The Commission heard that Zimbabwe was losing a lot of money by not patenting its research findings. For example, Blair Research Institute discovered an indigenous herb, Gopo, that kills bilharzia snails. However, the research product has never been patented in Zimbabwe as an insecticide. Some Canadians, who obtained information about the Blair Institute's discovery have since entered the herb in their own register of insecticides. The Blair Toilet is the only registered Zimbabwe research achievement on the international register of research achievements. The Blair Research Institute has reached a very advanced level of research on HIV/AIDS. The Commission was informed that Blair Research Institute had discovered a traditional medicine that reverses the spread/growth of the HIV virus. This medicine should be patented in Zimbabwe.
- 3.11 It was suggested that local researchers should learn more about the Zimbabwe resources and should explore new areas of research.. Further active regional co-operation in research should be pursued.
- 3.12 Stakeholders pointed out that there is very little research and local production of material for management courses.
- 3.13 It was reported that training facilities here are not as good as they should be. For example, short courses on farming offered in South Africa are becoming very popular and useful for researchers. It would be cheaper if those courses were offered here.
- 3.14 Respondents pointed out that there is virtually no industrial or applied research in local technical and polytechnic colleges. Intermediate and other rural and appropriate technologies could be developed in these institutions.
- 3.15 The Commission was informed that major constraints include research capacity in terms of expertise, infrastructure and funding.

3.16 Stakeholders expressed the view that Government does not regard research as core business of technical and polytechnical colleges, hence there is zero funding for R&D in these colleges. Technical and polytechnical colleges are viewed and run as super high schools. They operate on a tight school – like timetable.

3.17 Attention was drawn to the fact that it is imperative for Zimbabwe to regard the intellectual property (IP) system as part of the country's legal infrastructure. Most local scientists and researchers are not aware of the country's legal provisions for the protection of IP. Greater co-ordination is required between the Intellectual Property office, R&D organisations, universities, and industry and commerce to facilitate the translation of research results to industrial application. At present only 1 to 1.5 per cent of all local inventions actually reach the market place.

3.18 The Commission was informed that in Zimbabwe, patents are registered for 20 years while trademarks are registered for 10 years. Designs are protected for 15 years. Copyright in literacy, dramatic or musical work exists during the life time of the author plus 50 years.

One of the weaknesses of the current Copyright Act is that it robs the author/creator of his/her rights on conclusion of a contract with a publisher/producer. The acceptable position elsewhere in the world is that moral rights are inalienable. The Copyright Act, which was enacted before the electronics era does not protect computer programmes and data bases.

3.19 The Commission was informed that R&D is costly for small and medium scale companies. Even in cases where useful results emerge from the R&D work their commercialisation involves a financial risk.

3.20 It was stated that R&D should address the development of human resources which is the most important asset of the economy. Zimbabwe must take part in the advancement of technology through research and innovation. Motivation and innovation promote the retention of human resources. Furthermore, knowledge should always aim at improving the welfare of humanity and should promote sustainable development.

- 3.21 Science parks rent out facilities to individuals, or groups or companies requiring R&D resources. They are usually formally and operationally linked to at least one centre of technical expertise. There are 200 operational parks in Europe and 600 world wide. (British Council Workshop on Creating Wealth through Science, Zimbabwe 22 – 23 February 1999).
- 3.22 It was proposed that Government should set up science and technology parks which can be accessed by students. External studies revealed that research parks have proven to be important environments for stimulating innovation among member firms. There are some 55 Science Parks in the U.K. Each has different priorities depending on its size, the parties involved in the venture and the economic climate of the local region. Research and development units of major international companies can be attracted to these parks.
- 3.23 Business incubation helps small firms to set up and to counter failure or the inability to reach their full potential. An incubator has a management structure that supports the creation and growth of technology – based companies. Bulawayo City Council has established business incubators to assist emerging small businesses.
- 3.24 The University of Surrey, U.K. has set up the Surrey Research Park. The Park provides a research and education base for a cluster of complementary and competing small and medium scale firms. On the other hand, Loughborough University, U.K., has established the teaching company scheme where college students are attached to a company for the duration of their research project. Both the company and students tend to gain.

#### **4 COMMENTS**

- 4.1 The Commission commends the sterling achievements of the Agricultural sector in applied research which has played a significant role in making this country a strong agricultural producer. The research activities are backed up effectively by a strong and efficient extension service. Furthermore, both agricultural industry and individual producers have recognised the importance of R&D and, as a result, do support some of the research institutes financially.

- 4.2 There are many remarkable medicinal and insecticide discoveries that have been made by Blair Research Institute. However, it is disturbing to note that the ownership of those discoveries has not been protected nor have they been patented. This has resulted in considerable loss of revenue. For example, the famous Blair toilet has never been patented and multinational companies are selling the design in other countries with no benefits flowing to Blair Research Institute.
- 4.3 The little industrial research that is carried out by industry, universities and research institutes is often not translated into usable products because of lack of entrepreneurial and extension services.
- 4.4 In today's harsh economic climate, R&D has been negatively affected by the withdrawal of research funding. The Commission believes strongly that the reverse should happen.
- 4.5 The Commission has observed that many local Research Centres hire staff on a permanent basis. Universal practice is that researchers are hired on a contract basis given the competitive nature of their work.
- 4.6 The Commission has received strong evidence about the absence of an enquiring and investigative attitude among the youth. The schools have not attempted to inculcate research skills in the youth. The Commission concurs with the view that research projects should be introduced in schools. Science exhibitions should be encouraged and supported.
- 4.7 Research by teachers and lecturers in higher and tertiary institutions should be a factor taken into account for promotion. The staff of these institutions should be encouraged to carry out not just educational research, but also R&D in their substantive area of interest. Furthermore students should be active participants in such work, regardless of the subject they are studying. The nation has a right to expect teachers, lecturers and students in higher and tertiary institutions to contribute to the development of knowledge and technology.
- 4.8 The Commission views with dismay that less than 2 per cent of all local inventions reach the market place. The economy of this country is in dire need of modern and appropriate technology in order to make its industrial

processes more efficient and effective. Therefore, there is need to put in place a mechanism which can assist researchers and inventors translate their results into marketable products. This is a logical step if the sizeable investments in research infrastructure and in financing research are to be fruitful for the country.

- 4.9 The Commission has observed that there is a rich variety of research activities going on in Zimbabwe. Unfortunately, in many instances the research fraternity is not well informed about the research work of their colleagues elsewhere in the country. Many of these research projects are donor initiated – with the donor controlling all the logistics. However, some projects are passed on directly to Government Ministries and the individual ministries hire or engage the requisite researchers. The Commission considers that all public research programmes and the internationally funded projects should be channelled through the Research Council.

Above all, such a procedure and process could turn R&D from a mere intellectual pursuit into a development activity with an identifiable role in the development of the economy.

- 4.10 The exploitation of indigenous products and the development of indigenous technologies should both be facilitated by appropriate research and development. Local institutions are best placed to carry out such research as international researchers may not be attracted by an investment in a research project with potentially limited market appeal. Furthermore, such research tends to be funded by government since the economic benefits may not be that apparent at the outset.

## **5 CHALLENGES**

- 5.1 In the era of globalisation and open market economies, technology is the engine for economic growth. Economists believe that capital, labour and technical progress are the three main components of economic growth. Of the three, technical progress is by far the most important. Technology affects growth not so much by reducing the need for labour but by reducing the need for capital. It stretches capital as well as labour. Research and development gives rise to technical progress. The challenge facing developing countries such as

Zimbabwe is to harness technology for economic growth. This is hard to do without R&D capability.

- 5.2 The problem of inadequate technological capacity is one that requires a long period of time to address. This is even worse with economic and education systems that have performance and delivery problems. Therefore, the challenge is to inculcate scientific and technological literacy in the education and training systems and foster the development of enquiring minds in the students.
- 5.3 Effective methods of financing R&D have to be developed. Local universities, colleges and research institutions should be provided with adequate resources wherewithal to carry out research that addresses the needs of the nation. Furthermore mechanisms of reviewing research work and accountability of research funds should be established.
- 5.4 Research and development should be for a specific purpose aligned with national goals. In order to ensure that funds invested in research bear fruits that contribute to national development, research priorities should be established. Priority areas should receive greater emphasis in funding as they would be expected to have the greatest positive impact on the economy. The process of establishing priority areas is a major challenge that should involve all stakeholders.
- 5.5 In this age of globalisation, the country could gain leverage in global competition by adding value to its primary products through design and manufacturing. This process needs to be supported by strong R&D.
- 5.6 A deliberate effort should be made to promote a culture which supports and imbues the nation with scientific enquiry and exploration. This is a challenge which requires a sustained and vigorous promotion campaign aimed at society in general, the education and training systems, in particular, as well as at industry and commerce.

## 6 RECOMMENDATIONS

- 6.1 Research methodologies should be taught to the school going-youths throughout the education system.
- 6.2 Universities and all institutions of higher learning should take research work as one of their core activities. Furthermore, these institutions should train and develop researchers locally.
- 6.3 Local scientists, researchers and academics should engage in research in areas that are relevant to the welfare and development of the socio-economic settings of Zimbabwe.
- 6.4 Research work and publications should be the basis for promotion in the teaching and lecturing professions.
- 6.5 There should be co-ordination between the Intellectual Property office, R&D organisations, universities, and industry and commerce so as to speed up the translation of research results into industrial application.
- 6.6 The Copyright Act needs to be reviewed to protect the rights of inventors, researchers, authors, creators and scientists in a much more complex technologically driven environment of the third millennium.
- 6.7 National policies regarding public policy, science and technology policy and information technology policy need to be formulated.
- 6.8 Universities and all institutions of higher learning should engage in product research and processing or manufacturing research in order to assist the local industry to compete effectively on the global market.
- 6.9 Industry, universities and research institutions should be encouraged and assisted in setting up science and technology research parks or virtual research centres.
- 6.10 Urban councils must be encouraged to set up business incubators with back-up management services to assist the informal industrial sector.

- 6.11 Students should be attached to research centres offering relevant research work..
- 6.12 There is need for a research exchange programme between industry, universities and research institutions.
- 6.13 There is need to set up national research priorities that are realistically planned considering the country's financial performance.
- 6.14 Research institutes should retain the funds they raise.
- 6.15 Universities should operate commercial companies through which they would develop their researched products.
- 6.16 The Research Council of Zimbabwe should be given a strategic budgetary allocation for research intended to support targeted national priorities. Schools and colleges should be eligible to bid for these funds in addition to universities and research institutes.
- 6.17 The bulk of research funds and projects should be channelled through the Research Council. This has several advantages.
- It will allow peer review and assessment of actual research proposals and final results
  - This will allow analysis of priority levels of research activities as well as avoiding unnecessary duplication of programmes
  - This working relationship will assist in the identification of research results than can be further developed into commercial products.
- 6.18 National competitions and scientific exhibitions by school students should be held every year under the management of the Research Council of Zimbabwe. A budgetary allocation should be provided specifically for this purpose.
- 6.19 Industry should be motivated and given incentives to participate in research and to contribute towards financing it.
- 6.20 Universities and colleges should be encouraged to produce researchers and entrepreneurs to translate research results into practical applications.
- 6.21 Communication channels and mechanisms are needed to facilitate exchange of information between researchers nationally and internationally.



## CHAPTER 27

### BASIC ADULT AND LIFELONG EDUCATION

#### INTRODUCTION

The terms of reference task the Commission to “*review the philosophy, content and thrust of formal and adult non-formal education with a view to equipping students for the high skill careers of the future*” (TOR 2.1.1.).

- 1.1 Non-formal education is any organised, systematic education outside the formal framework provided to selected groups of people, adults as well as children. The key elements of non-formal education are flexibility, needs-relatedness and improvisation in an effort to improve the lives of its participants.
- 1.2 Informal education refers to that continuous process by which a person acquires and accumulates knowledge and skills, attitudes and insights consciously or unconsciously from daily experiences and exposures to the environment at home, at work and at play, generally in a non-organised learning process.
- 1.3 The all-inclusive concept of non-formal and informal education used in this report is Basic, Adult and Lifelong Education (BALE). It should be understood that in the Zimbabwean context, BALE refers to the non-formal basic education provided for people who missed school at some earlier stage or did not make the most of it and now wish to start or continue learning. It includes those who wish to continue to add qualifications to their previous learning and training. It also encompasses the form of education which an individual undertakes for the purpose of self-development without restriction of time or desire for certification.

#### 2. CURRENT SITUATION

- 2.1 Prior to independence, successive colonial administrations promoted a racial system of education. That system allowed only a small percentage of Africans to go to university. The rest had no alternative type of education officially provided for them. Instead, they resorted to private study through distance learning and evening or night school programmes.

2.2 The current situation shows that what was described by the Judges Commission Report (1962) has largely remained unchanged. The Report noted that adult education, often neglected and without a budget, needed a long-sighted policy. The report pointed out that adult education was the responsibility of Government working together with Non-Government Organisations (NGOs), municipalities, local authorities and employers. A National Co-ordinating Council was recommended to streamline and co-ordinate initiatives from NGOs and Government but was never implemented.

That report further recommended the need for research into attitudes, approaches, techniques on adult education and practices best suited to the education of adults. It further suggested that three areas of research be carried out including the educational needs of communities served by mass education, techniques, methods of andragogy, testing or evaluation of literacy materials and the use of mass media in adult education.

2.3 On the same issue, the Taylor Committee Report on African Primary Education (1974) foresaw a considerable scope for extension of non-formal education.

However, its observations and recommendations were not fully implemented resulting in the prevailing unsatisfactory situation. For example, the recommendation that there be linkages between non-formal education with craft training centres was not implemented. During the five years after publication of the Committees' report, students' desire for continuing education was met through correspondence education.

2.4 At independence in 1980, Government made initiatives to expand provision of education to mostly illiterate black adults by introducing the Adult Non-formal Education in the Ministry of Education and Culture. The section had the joint responsibility of running the Adult Literacy Campaign with the then Ministry of Community Development and Women's Affairs. The latter was responsible for monitoring the campaign at ground level whilst the Ministry of Education and Culture was responsible for training, materials development and production. This was an improvement from the past when only the Adult Literacy Organisation of Rhodesia (ALOR) was responsible for literacy education. However, in 1988, the whole programme was transferred to the then Ministry of Primary and Secondary Education for planning, implementation and monitoring. This is the current situation.

2.5 The new Zimbabwe Government took measures in order to cater for the educational needs of the adult population by introducing non-formal education through legislation. The Education Act of 1987 and the policy related documents, notably the National Development Plans, were enacted. The most explicit of these documents, the Transitional National Development Plan of 1985/86, stated the need to develop a strong non-formal education section.

2.6 The non-formal education section created in 1981, has remained within the Ministry of Education. The section has the responsibility for running non-formal education programmes which include the literacy programme, primary, and secondary education outside the school system, correspondence and distance education.

The section is under a Director responsible for the Schools Division who is assisted by Education Officers at Head Office. There are two subsections, the Adult Literacy and Mass Education (ALME) which is responsible for primary and the Adult and Distance Education (ADE), responsible for secondary education outside the formal school respectively.

2.7 The Literacy Programme enlists the support of Non-Governmental Organisations and other interested stakeholders. The most active NGO involved in the training of literacy tutors for industry is the Adult Literacy Organisation of Zimbabwe (ALAZ).

2.8 In almost every literacy class, participation ratios for literacy show that there are more women than men. Reasons given for low attendance of men suggest that men are shy to be seen going to attend classes at basic level.

2.9 The participants do not want to learn literacy and numeracy per se, but wish to be taught these skills alongside projects that are relevant to their daily needs.

2.10 The literacy tutors are disgruntled because they get an allowance of \$100 per month and many are withdrawing their services. There are instances where tutors are themselves not much more literate than their students. The qualification of most tutors is standard 6/Grade 7.

- 2.11 The District Literacy Co-ordinators (DLCs), seen as the kingpin in the literacy programme, are mostly ex-liberation war veterans. Most do not have a recognised academic record, but the majority have since improved their academic status even up to degree level. There are no clear national qualifications for DLCs and subsequently there is no clear career path for these cadres.
- 2.12 Personnel involved in the literacy programme are derived from the school system and from the local community. The funds for training or orientation for them to work effectively with adults have not always been easy to get. Hence, most of these persons lack training in andragogics. Qualified teachers from the primary schools teach the Zimbabwe Adult Basic Education Course (ZABEC), a primary school equivalent course for adults, but are often not trained in adult education principles. They are not given an allowance for this service. They are expected to be excused by the head from participating in the school's extra-mural activities.
- 2.13 Transport, reading and other learning materials are inadequately provided. The motorcycles used by DLCs have since 'packed up' and DLCs who are duty-conscious use rural buses to get to their groups. Whilst functional literacy books on income generation are in great abundance, the real shortage is with ZABEC books where only level 1 out of 3 has been developed and distributed.
- 2.14 The literacy curriculum focuses on basic literacy using the National Primers and functional post literacy to encourage income generation and enhance self realisation among participants. It covers such broad subjects like Peasant Education, Agricultural Education, Home Economics, Population and Family Education, Environmental Education, Gender Equity, Primary Health Care, Basic English for Communication, Civic Education and Workers' Education etcetera. The production of functional literacy materials on these subjects is done with inputs from relevant Government and other organisations.
- 2.15 There is newsletter support for functional literacy in order to inculcate in readers a reading culture. A newsletter "In Touch", produced by the section once after every four months, is distributed to literacy groups in the districts to inform, educate and entertain them. The newsletter is written in ChiShona, IsiNdebele, English and other local languages.

- 2.16 FLOs were once seconded to the Adult Literacy programme as a way of boosting functional literacy and providing technical support to its activities. They have since been re-deployed to schools.
- 2.17 There was concern about Ministry not enticing other stakeholders effectively in the running of the literacy programme. People suggested that there be a properly organised mechanism of networking where government gives policy guidelines whilst NGOs, like ALOZ, run the literacy programme in the country.
- 2.18 The other unit of non-formal education, the Adult and Distance Education, is responsible for secondary education outside the formal system. Here, two concepts, continuing education and distance education, are key to our understanding of Adult Non-formal Education at this level.
- 2.19 Continuing education implies a systematic planned programme which builds on the foundation left by schools, colleges and life experience. Continuing education programmes are an opportunity for literate and semi-literate adults to fulfil their needs and wants provided by experiences from formal, non-formal and informal education sub-sectors. In the Ministry of Education requirements, these adults should have completed basic literacy and primary education and wish to continue their education using both formal and non-formal means especially adult and modern distance education approaches.
- 2.20 Adult Distance Education in Zimbabwe is traditionally regarded as any education undertaken through correspondence and independent colleges as part of continuing education. Under the Education Act of 1987, a correspondence college is any institution, other than a Government educational institution, which operates an education course by correspondence for reward. An independent college is any educational institution, other than a Government one which provides face-to-face tuition for a reward outside a school.
- 2.21 The various approaches of correspondence education include learning through print where lecture notes and marked assignment go through the college, distance education, coupled with face to face teaching, study circles using lecture notes under the guidance of a mentor, face-to-face teaching after hours at independent colleges or other institutions, as well as retreat vacation schools for individuals mainly during holidays.

The Ministry of Education's Adult and Distance Education section has some 213 study groups under 466 mentors catering for over 20 438 students. Study groups offer alternative secondary education for those students who do not find school places or who cannot afford school fees at conventional schools. Study groups are cheaper than conventional schools.

- 2.22 The Part-Time Continuing Education Classes (PTCEC) are the old evening classes or night school. The programme aims at providing affordable and accessible continuing education, mainly for out-of-school youths and adults who wish to supplement their 'O' level passes. Enrolments are increasing due to publicity and demand and because it is cheaper than independent colleges and the teachers who participate in this programme are well remunerated.
- 2.23 The Government Correspondence School, the only one in the country, was founded in 1930. It was designed to meet the needs of mainly European children in educationally inaccessible areas like mines, farms and national parks. It is now supposed to cater for all children in areas that have no formal primary schools. The school has an enrolment of 283 of whom the majority are white. There are 91 non-white students in this school.
- 2.24 Independent colleges are on the increase in the country. There were 79 in 1997, but in 1998, the number had gone up to 88. These colleges are registered with various government ministries and this leads to problems of monitoring and accreditation. As commercial ventures, these colleges tend to be located in urban areas.
- 2.25 The Open University started as a College of Distance Education at the University of Zimbabwe. It became a fully fledged university in 1999. It offers distance education from undergraduate to senior doctorate degrees. There is a new pilot project university initiated by the World Bank called the Africa Virtual University. It uses satellite technology with programmes from several universities in America and Ireland.
- 2.26 Radio 4 is a special channel for education. It is used by the Correspondence School for its school programmes and correspondence colleges for education programmes. The ministry uses it for special programmes for teachers and pupils. Education programmes are also given through non-electronic print media like newspapers where there are occasional press supplements on education.

2.27 Both units of non-formal education, the ALME and ADE in the Ministry of Education are experiencing massive downsizing where all the writers' posts have been abolished. There has been a reduction of Deputy Directors to one, Education Officers have been reduced and Functional Literacy Officers have also been sent back to schools.

### 3. FINDINGS

- 3.1 Evidence was given countrywide that the literacy programme was neglected and yet the official illiteracy rate is quoted at 13%. The support that this programme had enjoyed immediately after independence had waned. The literacy tutors were disgruntled with their meagre allowances and the DLCs were unhappy about the lack of defined qualifications and the absence of a clear career path.
- 3.2 The personnel involved in the literacy programme complained of lack of adequate training and regular refresher courses. Transport and learning materials especially at Zimbabwe Adult Basic Education Course were inadequate. The general complaint was that the literacy programme was too donor-dependent, as Government contribution was said to be inadequate.
- 3.3 Most respondents, especially women, were in agreement about the importance of literacy education in their lives. The programme had made 102 734 people literate since 1981. On the average, the programme produces some 30 000 neo-literates annually.
- 3.4 People were generally agreed that literacy had the advantage of immediacy of application because participants were decision makers. The main concern was on the strategies that had hitherto been employed in literacy education.
- 3.5 The DLCs complained that the Education Officers at Regional level have been "dumped" to non-formal education when these officers experienced problems in the formal school. Out of the nine Education Officers Adult and (Non-formal Education) in regional offices, only two are really experienced and qualified in the field of Adult and Non-formal Education.

- 3.6 People pointed out that the programme does not take advantage of existing skills training centres and other rural skills development for skills development. Instead, the literacy groups rely on schools or meet under trees for their lessons.
- 3.7 The demand for learning materials was high. ZABEC materials were especially singled out as the most required.
- 3.8 Adult learners and their tutors alike bemoaned the inadequacy of the \$100 per month allowance for literacy tutors. The tutors argued that the money was not even sufficient for bus fare to collect their allowance.
- 3.9 The functional literacy programme was found to be popular whenever it revolved around a project. Many functional projects like gardening, rabbitry, and poultry were found to be very popular amongst the participants. There were 2600 registered post literacy centres with 72 829 participants in 1998 (Source: Ministry of Education, Sport and Culture).
- 3.10 The Commission noted that community financed schemes and projects enhance community self empowerment and reduce dependency on government. The "Better Homes for Literacy Participants" programme in Chinamhora, Goromonzi, resembling the Model Village Project under the Better Life Programme of Nigeria, are known to have drastically improved the quality of life of these people.
- 3.11 Provision of basic adult education at secondary level was found to be commercialised. Both independent and correspondence colleges were actively engaged in making money using popular subjects like Book-keeping, Commerce, English and Mathematics. A number of small colleges have sprung up in urban areas and the more established colleges have opened up satellite colleges in smaller towns to meet demand.
- 3.12 Of the seven registered correspondence colleges, two offer tuition in degree courses in association with a South African university. One college has ventured to offer non-academic subjects.
- 3.13 It was noted that women and girls constitute more than half the total enrolment in the Part Time Continuing Education Classes (PTCEC). Out of a total enrolment of 24 148, there were 13 221 female students as opposed



to 11 927 male (Source: MOESC, 1998). The teachers in this programme are quite happy with their remuneration.

3.14 People expressed happiness that the performance of study groups has led to mentors being accepted into Teacher Training Colleges on the strength of their experience and qualifications. Some study groups have opened libraries which are furnished with expensive reference books for their students. However, it was noted that not all primary schools that host study groups are registered as examination centres.

3.15 The Correspondence school caters for those students who cannot attend formal school either because of the distances, health problems, disability or any other reasons. This school is under-utilised. Suggestions were made to the effect that it be used to service the nearly 10 000 pupils in non-viable small schools with composite classes.

#### 4 COMMENTS

4.1 The Commission agrees with previous reports that the administration of non-formal education needs to be greatly improved. There is need for an efficient and effective non-formal education unit in the Ministry of Education to co-ordinate efforts by the various agencies including international NGOs.

4.2 The Commission strongly believes that the unfinished business of the formal school and the need to promote a learning society in the third millennium will make the department of non-formal education a permanent feature of any country's education system. The new thrust in non-formal education will therefore call on Government not only to care about what happens to drop-outs and school leavers, but also to encourage society to engage in lifelong education.

4.3 The Commission concurs with evidence to revamp the literacy programme to include such areas of relevance as ICT, marketing, as well as relevant skills development. All stakeholders should be involved in this exercise through networking. The Commission recommends a participatory, community based strategy.

4.4 The Commission believes that the overall responsibility of this sector is with the Government which should provide policy options and guidelines in

line with its other educational and developmental policies. Parastatals, NGOs and other organisations can also be involved.

The Government needs to encourage community involvement in the administration and funding of the literacy programme. The Government should also encourage municipalities and other local authorities to engage in literacy education within their milieu. A policy based on researched literacy needs is essential in order to overhaul the literacy programme both locally and nationally.

- 4.5 Government should be responsible for funding those literacy related projects which are designed to achieve greater outreach and impact in rural areas such as the “Better Homes for Literacy Participants” Programme. Such projects are attractive to both women and men. However, there is need to get strategies of encouraging men to participate.
- 4.6 The Commission commends the idea of the specialist teachers in the technical functional literacy programme and proposes further linkages of these with the VTCs.
- 4.7 The Commission notes the role played by independent and correspondence colleges in the education system of the country. The concentration of these colleges in large urban areas is understandable, but its spread to small towns and growth points should be encouraged by Government.
- 4.8 The Commission regards the establishment of the Open University as a chance for adult learners to continue their learning in a flexible manner. This has great educational potential for continuing and lifelong education in the country.
- 4.9 The Commission views that Study Groups are essential and that they be encouraged in the country. They provide an opportunity for those students who are studying through correspondence education to get guidance from mentors and to share resources and experience. The study group system is seen to play an important role in complementing formal school education.
- 4.10 The Government Correspondence School is under-utilised because people for which it is intended cannot afford it. As a result, it is exclusive. The fact that mentors need to be literate and that learning is by post means that

most of the ordinary citizens in the remote rural areas cannot afford this expensive type of education.

- 4.11 Commercial ventures tend to be located in urban areas. The Commission believes that commercial colleges would serve the nation better if they extended their services to rural areas and small towns.
- 4.12 The establishment of Africa Virtual University at both state universities using modern technology is a welcome development. The use of modern technology to extend education to vocational and technical colleges should be encouraged and supported.
- 4.13 The Commission bemoans the discontinuation of educational programmes for outreach through Television. In most countries, distance education relies on the extensive use of electronic media. The Commission is aware of previous efforts by the Ministry of Education in using radio and television in literacy, study circles and distance education. There is need to reconsider the idea and find other methods and strategies to use the television in a viable and less expensive way. Ideas could be borrowed from the School On the Air Programme in Mauritius which broadcasts four hours of programmes a day. The ZBC Outside Broadcast method could be a starting point channelled to education.
- 4.14 The Commission became aware of financial and infrastructural contributions by some farm and mine authorities to Adult Non-formal Education. These communities should be encouraged to do more in the area of literacy and other areas of adult non-formal education.

## 5. CHALLENGES

- 5.1 Zimbabwe is moving towards universal literacy. The main challenges confronting the nation will concentrate on policy, finance and provision of Adult Non-formal Education.
- 5.2 The first challenge for government is to put in place a much broader and more comprehensive national policy on Adult Non-formal Education. The Commission believes that more than 50% of the adult population in the country is functionally illiterate. The challenge is to reduce this high illiteracy rate. This calls for a more pro-active policy focused specifically on basic adult lifelong education. The challenge to senior administrators is

for them to ensure that the policies take into consideration not only the economic but also the social and cultural contexts of Zimbabwe and that they adopt a bottom-up approach.

- 5.3 The other major challenge is to establish and equip community centres, libraries, museums and theatres to support educational creativity, productivity, imagination and problem solving abilities. This potential is needed in the solution of today's difficult problems.
- 5.4 The Nation should come up with a funding mechanism that does not discriminate against Adult Non-formal Education. The failure to appreciate Basic Adult and Non-formal Education as shown in many circles calls for a real paradigm shift in society towards literacy in particular.
- 5.5 Local Authorities, Industries and NGOs are challenged to contribute towards ANFE in cash and kind.
- 5.6 A further challenge to the education system will be the provision of BALE so that it meets the needs of adult learners. This provision should be aimed at mopping up illiteracy where it exists and help those that are literate to remain literate. This calls for the infusion of information technology and marketing skills into the functional literacy curriculum in order to make it more relevant.
- 5.7 Government is challenged to make a provision for continuing education available to all. Those requiring special support like mine and farm workers, immigrants, prisoners and the disabled should be assisted.
- 5.8 The Commission sees a future with increased demand for lifelong learning which is self directed and self planned. The Commission envisages the need to support this strategy encouraging open learning systems, media and the new information technologies.
- 5.9 The challenge is formal recognition through certification of competencies obtained through informal learning that is based on life and work experience.
- 5.10 People should be versatile and get out of the paradigm of a one track job. The challenge for them is to concentrate on vocational retraining and give skills to the unemployed and the retrenched when they change or have lost

jobs and are adjusting to new structures. This programme can also help people to adjust to the changing work patterns including part-time work, unskilled part-time work, odd jobs and combination of employment and freelance work.

- 5.11 The other very significant challenge to the system of education is to develop a reading and learning culture in students and adults.

## 6. **RECOMMENDATIONS**

- 6.1 It is recommended that a much broader and more comprehensive national policy on Adult and Non-formal Education be put in place
- 6.2 Whereas the section on Adult Non-formal Education is necessary, it is recommended that the section be strengthened to be able to deliver the services necessary for efficient operations.
- 6.3 It is further recommended that government be the main player in the funding of the adult literacy programme and that reasonable allowances be paid to tutors and teachers of ZABEC.
- 6.4 There is need for a continuous and systematic training of personnel involved in the programme starting from literacy to continuing education
- 6.5 It is recommended that the Ministry of Education devise a more efficient strategy for the production and distribution of materials for Adult Non-formal Education such as sub-contracting to consultants and organisation.

## CHAPTER 28

### SUMMARY OF RECOMMENDATIONS

#### INTRODUCTION

The foregoing chapters have given the findings of the Commission and made recommendations to redress the deficiencies of the education and training system. This chapter gives a summary of the recommendations and offers guidelines to facilitate planning and further development of an implementation plan. The summary is given in a table with nine columns.

The major components of an implementation strategy are :

- Synthesised and actionable recommendations which define concrete tasks
- Resources required to carry out the particular task
- Priority of the tasks
- A timeframe of implementation
- Identification of the entity responsible for carrying out the task
- Identification of the co-operating entities

The nine columns of the summary include these essential components.

#### Recommendations

Many recommendations address common issues. These have been condensed into one or several composite recommendations to facilitate focused action. However the number of the paragraph giving the original recommendation which has been summarised and synthesised is provided in column two. It is envisaged that the final implementation plan will further synthesise related recommendations in a logical process of successive refinement.

#### Resources

This column tries to identify the requisite resources. However, the list in this chapter is not exhaustive. Further analysis might reveal additional resources which are peculiar to each implementation environment. Many of the entities herein listed as resources already exist but there are some which

are to be established as a direct result of the Commission's recommendations.

### **Cost**

We have not given quantitative values to the cost of implementation. What we have in column six is a qualitative indication of whether the cost is expected to be high (H), medium (M) or low (L). There is a large number of recommendations which are rated as low in cost. In fact some of these cost *next to nothing* as they require mainly political will power to carry out. Others can be kept at a moderate cost if well organised and managed.

It is envisaged that a study will be carried out to quantify the cost of implementation.

### **Priority**

Priority indicates the urgency with which the task needs to be carried out in order for the education and training system to attain its objectives. It is given as high (H), medium (M) or low (L). Most of the recommendations are accorded high priority. This is a symptom of the crying need to overhaul the entire education and training system.

### **Time**

The time frame for implementing each recommendation is given in terms of the beginning of implementation of the recommendations of the Commission. Year one (Y1) is the first year of implementation of the recommendations into concrete policy documents and operational schedules. Tentatively, we can assume that Y1 is the year 2000 and Y2 will be 2001 and so on. There are, however some recommendations which refer to action which is already in progress but needs to be intensified or maintained. This is indicated.

### **Responsibility Entity**

In order to ensure that a task is performed, it is crucial to identify an entity that shall be solely responsible for its execution. This serves to delineate and apportion ultimate accountability.

## **With Whom**

The accomplishment of most tasks requires the corporation of several entities working in tandem. This demonstrates the need for an Independent Implementation Committee to coordinate and monitor the implementation programmes. This is unavoidable in a large and complex system such as education and training. The implementation plan should define and animate the matrix of dependencies among the components of the education and training system. The list given in column nine is meant to illustrate the concept of dependencies. It is not exhaustive.

## **Way Forward**

1. It is necessary to cost the implementation of these recommendations and develop appropriate strategic plans.
2. The Commission recommends the setting up of an independent committee of experts outside the Ministry or Ministries of Education to set goals, initiate, and monitor the implementation of the recommendations and evaluate the performance of the education and training system. These experts would also advise government on necessary policy changes to the system.

This body would be a permanent feature of the education and training system.

In respect of this report they would be responsible for overseeing the implementation of the recommendations.

3. A possible strategy for the implementation could consider eight components:
  - teacher training, including inservice training
  - curriculum development
  - ECEC - quality provision through the community
  - school management - enhancing headship



- vocational education and training in schools, colleges and centres
  - achieving gender balance and equal opportunities
  - inclusive education - providing for people with special needs
  - capacity building in the Ministry of Education and in Local Government.
4. The time-framing of the report should ideally extend over three budget periods. This would imply that by the year 2006 the entire plan would have been completed.

**CHAPTER 2**

**EDUCATION AND TRAINING FOR THE TWENTY – FIRST CENTURY**

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
1	2.5.3	Develop a Zimbabwean philosophy of education that promotes a citizen with Unhu/Ubuntu	Educationalists Culture	L	II	Y1	Ministry of Education	Stakeholders
2	2.5.1	Access for all to a 9 year compulsory basic education	Teachers Schools, Funds Added classrooms	H	II	Y2	Ministry of Education	Local Authorities Responsible Authorities Heads, Co-operating Partners
3	2.5.2	A new structure of education facilitating different paths ways for post basic education	Planners Schools Teachers Equipment	II	II	Y2	Ministry of Education Planners	Responsible Authorities University / Colleges Heads

## CHAPTER 3

## PROVISION

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
4	3.6.1 3.6.4	Provision of Education and Training, including Pre-school education, in all disadvantaged areas such as farms, resettlement areas.	Funds Land Teachers	M	H	Y1	Ministry of Education	Responsible Authorities Local Authorities
5	3.6.2	Training of technical/commercial teachers to respond to the new requirement of the whole education and training system	Specialists Courses Colleges	H	H	Y2	Ministry of Education	I.T.C. Co-operating Partners Industry
6	3.6.3 3.6.5 3.6.3 3.6.6	Equipping the education and training system with appropriate resources a) Electricity b) Libraries c) Expansion of facilities and programmes	Funds	H	H	Y2 On going	a) Ministry of Education b) SDA/SDCs c) Ministry of Education	Co-operating partners Responsible Authority Local Authority ZESA
7.	3.6.7	Formalise the training of the informal sector of crafts and trades	Funds Guidelines	L	M	Y1	Ministry of Education	Co-operating partners
8.	3.6.8	Creation of enabling environment for the training of disadvantaged groups such as women, the disabled and the poor	Buildings Courses Experts Guidelines	H	M	Y1	Ministry of Education	Co-operating partners
9.	3.6.9	Distance Education facilities to be extended to sparsely populated areas	Course materials Media	L	M	Y1 - 5	Ministry of Education	Ministry of Information
10	3.6.10	Establishing an effective management system for the coordination of education and training	Planners Facilitators Administrators Organisers	L	H	Y1	Ministry of Education	Other line ministries involved in training

## CHAPTER 4

## UNHU/UBUNTU

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
11	4.6.1	Development of good parenting skills.	Information Educationists	L	H	Y1	SDA/SDC or equivalent	Educationists School
12	4.6.4 4.6.2 4.6.5	Ethical education and character formation	Curriculum, RME, Library books	L	H	Ongoing	School	Teachers, Parents, Church
13	4.6.3	Critical approach to media	Parents Teachers Media	L	H	Ongoing	School	Experts, Ministry of Information
14	4.6.6	Aids Education leading to a) responsible behaviour b) compassion and care	Skills based teaching methods	L	H	Ongoing	Ministry of Education	Parents, Teachers, Students
15	4.6.7	Cooperation of parents, teachers, pupils, in promotion of discipline.	Code of conduct	L	H	Y1	Head	Parents, Teachers, Students Psychological Services. Elders
16	4.6.8 4.6.9	Counselling and career guidance.	Teachers	H	H	Y1	Heads of schools	Industry, Commerce Ministry of Information Schools Psychological Services
17	4.6.10	Educational media channels	T.V. Radio, press	H	M	Y2	Ministry of Education	Ministry of Information
18	4.6.11	Revive right of entry along clearly defined lines	One lesson per week	L	M	Y2	Ministry of Education	Mainline churches
19	4.6.12 4.6.2	Expound and model Ubuntu/Ubuntu	Teachers, parents	L	H	ongoing	Home and school	Community

**CHAPTER 5**

**ORGANISATION AND MANAGEMENT**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
20	5.6.1	Organise structure of Ministry based on essential functions a) build an operational structure b) delineate necessary functions c) clear job descriptions	Policy paper	L	II	Y1	Ministry of Education	Consultants
21	5.6.2	Establish a single Ministry of Education	Legislation	L	II	Y2	Office of the President and Cabinet (The Executive)	Legislative Cooperating partners
22	5.6.3	a) Set up regional Boards to advise on education and training b) Set up separate authority to plan, manage special education	Policy paper Educational experts	L	H	Y2	Ministry of Education	Partners in education
23	5.6.4	Clarification of a) roles of Regional Office Local Authorities Responsible Authority b) functions, resources and funds	Stakeholders Policy paper	L	M	Y1	Ministry of Education	Appropriate authorities
24	5.6.5	Ministry of Education to establish a clearing house for key documents and reports, and be responsible for aid management and donor co-ordination.	Finance Staff	L	M	Y1	Ministry of Education	Cooperating partners
25	5.6.6	Establish strategy for transparent human resource development which improves staff retention.	Experts Funds	M	M	Y1	Ministry of Education	Ministry of Finance Local Authorities Responsible Authorities
26	5.6.7	Ministry should develop partnership and establish communication structures with other providers of education.	Policy paper	L	II	Ongoing	Ministry of Education	Responsible Authorities Local Authorities Commerce Industry
27	5.6.8	Improve school supervision by recruiting competent heads and EOs, enhance status of DFO	Educationalists	M	II	Y1	Ministry of Education	Local authorities Responsible Authorities

**CHAPTER 6**      **DECENTRALISATION**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
28	6.6.1 6.6.2	Campaigns, public debate and wide consultation with all stakeholders.	Ministry Circulars Transport Media	M	H	Ongoing	Ministry of Education	Ministry of Information
29	6.6.3	Research into capacity of LAs, SIDA/SDCs or equivalent	Research team Consultants	M	H	Y1	Ministry of Education	Ministry of Local Govt & Housing
30	6.6.4	Consultation paper and subsequent statement on role and responsibilities of local authorities, responsible authorities, Ministry of Education.	Consultation paper Policy Circular	L	H	Y1	Ministry of Education	Local Authorities Responsible Authorities Stakeholders
31	6.6.5	Nationwide piloting of decentralisation in varied situations	Identified authorities	L	H	Y1	Ministry of Education	Ministry of Local Govt and Housing Partners in Education
32	6.6.6	Capacity building for at least 2 years a) central, regional, district level b) school and college level	Management experts	H	H	Y2 + Y3	Ministry of Education	ZIMPAM and Government training centres
33	6.6.7	Develop distributed geographical information systems for education	ICT and trained personnel	H	H	Y1	Ministry of Education	Regional and district offices, schools, Local Authorities, Responsible Authorities
34	6.6.8 6.6.9 6.6.10	Bringing resources up-to-date a) standardisation of schools b) paying arrears in SDF and grants-in-aid	Funds	M	H	Y1	Ministry of Education	Ministry of Finance Ministry of Social Welfare
35	6.6.11	Retention by Government of essential functions a) policy, access, provision, registration b) quality and standards, teachers' conditions, salaries	Staff Policies	L	H	Ongoing	Ministry of Education	Regional offices of Ministry of Education, CDU, ZIMSEC

## CHAPTER 6 DECENTRALISATION

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM	
36	6.6.12	Establishment of a) Teachers' Council b) Teaching Service Commission	Educationalists Administrators	1.	H	Y3	Ministry of Education	Teachers Associations	
37	6.6.13	Improvement of resource provision a) central Government to increase its financial resource to meet new demands b) Central and Local Government to disburse funds in advance according to equitable formula (where transparency is sure)	Funds Administrators	H	H	Y1	Ministry of Education	Ministry of Finance Cooperating partners	
				6.6.14	6.6.15				
				6.6.16	c) Encouragement for better placed schools to forgo per capita grants for sake of needy schools.	Public Relations	1.	L	Y2
38	6.6.18	Task different authorities with their specific responsibilities	Policy developers Policy paper	1.	H	Y1	Ministry of Education	Respective Authorities	
				6.6.20	a) LAs with provision and maintenance of sites and buildings b) SDV/SDC or equivalent with management of school				
				6.6.24	c) Boards and Principals of colleges with management of college				
				6.6.22	d) Responsible authority for selecting head				
				6.6.21	e) RAs with heads and committees with staff selection.				

**CHAPTER 6 DECENTRALISATION**

REC. No.	PARA. No.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
39	6.6.19	Enhance relationship with responsible authorities	Structures Dialogue Documents	L	H	Y1	Ministry of Education	Responsible authorities
	6.6.17	a) Recognise and deal with RAs in own right and not through LAs b) Work out partnership agreements with RAs						
40	6.6.23	Set up checks and balances at all levels a) local b) district c) regional	Auditors	L	H	Y1	Ministry of Education	Ministry of Finance
41	6.6.25	Review legislation on Education and Urban and Rural District Councils Acts	Legislators	L	H	Y1	Ministry of Education	Ministry of Local Government
	6.6.26	a) Synchronise in respect of educational issues and provision b) Widen membership of SDA/SDC c) Increase terms of office of SDA/SDC						



## CHAPTER 7 FINANCING EDUCATION

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
42	7.6.1 7.6.3	Government should increase its budgetary allocation from the fiscus to education and training in order to finance a) Basic Education b) Special Education c) Vocational/Technical Education	Finance Experts Policy paper	H	H	Y1	Ministry of Education	Ministry of Finance NGOs R A L.A Co-operating partners Industry
	7.6.2 7.6.14							
43	7.6.4 7.6.16	Allocation of greater percentage of funds to disadvantaged schools	Finance Policy paper	M	H	Y1	Ministry of Education	Cooperating partners
44	7.6.5 7.6.6	SDAs/SDCs/Boards to raise funds for their respective school development, instilling self reliance in all education and training institutions	Policy Paper	L	H	Ongoing	Responsible Authorities Local Authorities	Ministry of Education NGOs
45	7.6.7	Per capita grants to children in schools to be reviewed periodically	policy Paper	H	H	Y2	Ministry of Education	Ministry of Finance Cooperating Partners

**CHAPTER 7 FINANCING EDUCATION**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
46	7.6.8	Save on resources by : a) Establishment of one streamlined Ministry of Education b) House the Ministry in a Government Building	Policy	L	H	Y2	Office of President and Cabinet (The Executive)	Parliament
47	7.6.9	Greater transparency and accountability on the use and disbursement of government funds.	Auditors	L	H	Ongoing	Ministry of Education	Co-operating partners R.As L.As
48	7.6.10	Government should offer a) concessions/rebates to companies participating in education and training b) Exemption from sales tax and customs duty for all educational material	Policy paper	L	H	ongoing	Ministry of Finance	Ministry of Education
49	7.6.11	Government should enter into partnership with the private sector in the provision/financing of education and training	Written agreements	L	H	Y2	Ministry of Education	Cooperating partners Industry and Commerce
50	7.6.13 7.6.15	To assist students a) Students profile to be developed b) V.T.L. to be administered by the private sector	Administrators Policy paper	L L	H H	Ongoing Y1	Ministry of Education Ministry of Education	R.A and L.A Co-operating partners

**CHAPTER 8**

**LANGUAGE POLICY**

REC. NO.	PARA. NO.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
51	8.6.1	ChiShona and IsiNdebele be accorded national and official language status and be taught in all schools at all levels throughout the country	Policy paper, Language Language Experts, Teachers, Teaching and learning materials	H	H	Y1	Ministry of Education	Language Associations, Teachers and Lecturers
52	8.6.2	ChiShona and IsiNdebele to be the medium of instruction as well as English throughout the education and training system	Language developers	H	H	Y1	Ministry of Education	Language Associations
53	8.6.3	Mother tongue to be the medium of instruction and a second language be added as the local community may decide, for ECCE.	Teachers	L	H	Y1	ECCE Centres, Schools, R.A	Ministry of Education
54	8.6.4	In multi-cultural and multi-lingual ECCE, the 2 most commonly spoken languages to be used.	Teachers	L	H	Y1	Schools, R.A, ECCE Centres	Ministry of Education
55	8.6.5	Promote the status of local (minority) languages including Sign Language a) train teachers b) develop and publish teaching and learning materials c) develop orthographies d) examine languages e) critical allowances for those teaching in remote areas.	Language experts and funds	M	H	Y1	National Language Council	Ministry of Education, Culture and language groups
56	8.6.6	ZIMSIGN should be part of the curriculum and promoted inclusive of indigenous languages at all levels.	Sign Language experts and ZIMSIGN dictionary Specialist lecturers	M	H	Y1	Ministry of Education TTC	Associations of the Disabled, Communities, Stakeholders, R.A
57	8.6.7	ZIMSIGN and other related language skills to be used as medium of instruction in resource units for the deaf	Special education teachers	L	H	Ongoing	Teachers	Ministry of Education Associations of the Disabled

## CHAPTER 8 LANGUAGE POLICY

REC. NO.	PARA. NO.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
58	8.6.8	Promote a bilingual-bicultural bias of the curriculum for the deaf	CDU Teachers	L	H	Y2	CDU	Ministry of Education Schools and teachers
59	8.6.9	Two of the national languages to be entry requirements into tertiary education and training institutions and to be developed at that level.	Teachers	L	M	Y2	Ministry of Education	Colleges
60	8.6.10	Literature to be taught as separate component from language	Indigenous writers, Books, Teachers, CDU	M	M	Y2	TTC	Ministry of Education
61	8.6.11	Indigenous languages should be developed so that they also cover science and technology.	SIRD, Writers, Experts, Books, Teachers	H	H	Y1	National Curriculum Development Council	Exams Council
62	8.6.12	Regional and foreign languages should be introduced into the curriculum as optional subjects	Teachers, teaching and learning materials	M	M	Y1	National Curriculum Development Council	Universities Professional Associations
63	8.6.13	Official notices, speeches and signs should be made available in all three major languages by Government and Industry.	Legislation	H	H	Y1	Ministry of Information Local Authorities	Legislators National Language Council
64	8.6.14	Commercialise all national languages and introduce into all media.	Chambers of Commerce and Industry	H	M	Y1	Consumer Council	Ministry of Industry and Commerce, National Language Council
65	8.6.15 8.6.16 8.6.17	Establish a National Language Council a) to set up research and documentation centre b) revive Literature Bureau c) Include a Schools Publication Service	Library Association Literature Bureau National Archives	H	H	Y1	Research Council	Universities

**CHAPTER 9 GENDER EQUITY IN EDUCATION AND TRAINING**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
66	9.6.1	The Constitution and the Education Act should be amended to positively address and promote gender equity.	Policy Paper Parliamentarians	L	H	Y1	Office of the President and Cabinet	Ministry of Education Stakeholders, Ministry of Legal and Parliament Affairs
67	9.6.2	There should be compulsory Basic Education ensuring access for all girls and boys.	Schools	L	H	Y1	Ministry of Education	Local Authorities Responsible Authorities Co-operating partners
68	9.6.3	Conduct vigorous gender sensitisation campaigns of the community and all Stakeholders to ensure that (a) there be equitable sharing of educational resources between males and females	Media Artists Drama Groups Supervisors Building Infrastructure Multi Grade teachers	M	II	Y1-Y3	Ministry of Education	Gender Ministry Co-operating partners Churches, Responsible Authorities, Local Authorities Communities NGO's Industry
	9.6.4	(b) A gender friendly curriculum; all students be given equal opportunity to tackle subjects or courses they prefer	Non formal education Legal system Policy paper					
	9.6.7	(c) positive female role models and gender balance in all teaching and learning material						
69	9.6.5	(d) the creation of more places including opportunities for girls and women in schools and tertiary institutions						
		(e) simple boarding facilities for girls and boys are established in remote and disadvantaged areas.						
		(f) Special bursaries awards and prizes for girls to be provided						
70	9.6.6	Girls who fall pregnant should be assisted to continue with education after delivery	Policy Paper	L	I	On going	Parents/Guardians	Schools Community
71	9.6.8	Tighten up regulations about abuse of girls and enforce legal penalties	Legal System	L	II	Y1	Legal and Parliamentary Affairs	Regional and District Offices
71	9.6.8	Introduce special projects to help girls perform in Maths, Science and ICT	Financial	M	II	Y1	Ministry of Education Ministry of Education	R.A. Co-operating P.L.A. Industry

**CHAPTER 9  
GENDER EQUITY IN EDUCATION AND TRAINING**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
72	9.6.9	Encourage participation of local and international agencies to fund specialised areas in women's education	Policy Paper	L	H	On going	Ministry of Education	Co-operating partners Industry NGOs
73	9.6.10	Encourage all sectors and institutions to implement gender equity programmes	Policy Paper	L	H	Y1	Ministry of Education	Stakeholders
74	9.6.11	Establish a Gender Equity Council or Commission for implementation and data bank for gender equity practices	Experts Educationalists Industrialists	L	H	Y1	Ministry of Education	Stake holders interested parties Civic organisations Satisfied office

**CHAPTER 10 CHILDREN IN ESPECIALLY DIFFICULT CIRCUMSTANCES**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
75	10.6.1	Adult Education to strengthen the family unit and promote good parenting skills a) conflict resolution and management b) responding to problems and new challenges c) identification of disability and special needs d) behaviour change to prevent HIV/AIDS e) importance of educating girls and women D providing a home for orphans	Educationalists Specialists Parents lecturers Meetings Courses Media	L	II	Y1	Ministry of Education Schools	Other relevant Ministries SDA/SDC or equivalent Communities
76	10.6.2	Retention of children at school a) create fund for the needy and enlist voluntary support from schools and industry b) no debating because of lack of uniform, allow home-made uniform and available shoes c) Co-operation between home, community, school	Funds  Policy Paper Rules  Dialogue Counsellors	M	II	Y1	Ministry of Education  Ministry of Education School	Co-operating partners, industry and schools  Schools Heads Parents, community

**CHAPTER 10**

**CHILDREN IN ESPECIALLY DIFFICULT CIRCUMSTANCES**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
77	10.6.3	Provision for Special needs a) reviewed/improved facility for obtaining birth certificates b) drop in centres for street kids c) registration and improvement of farm schools d) access to education in temporary settlements and remote areas e) more resource units for the disabled f) channels of appeal for children who are abused g) increase of resources for funding children's homes h) Constructive guidelines/criteria how to improve and monitor the situation of children who work.	Legislation  Buildings funds  Funds Land  Funds Buildings Equipment Teachers  Teachers Classrooms Equipment  Counsellors Lawyers  Meetings Guidelines	L  M  M  M  M  M	H  H  H  H  H  H	Y1  On going  Y1  Y1  Y1  Y1	Ministry of Legal Parliamentary Affairs  Ministry of Education and Ministry of Social Welfare  Ministry of Education  Ministry of Education  Ministry of Education  Ministry of Education	Office of Registrar General  Co-operating partners and churches  Farmers  Local Authorities  Heads, Parents  Ministry of Social Welfare Ministry of Legal and Parliamentary Affairs Churches and NGOs Co-operating partners  Tea-estates Framers Associations Schools Parents



## CHAPTER 11 EDUCATION AND TRAINING FOR THE DISABLED

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
78	11.6.1	The Education Act to be reviewed with clearly out lined policy on Special Education to cover: <ul style="list-style-type: none"> <li>• Pre school</li> <li>• Basic Education</li> <li>• Post Basic, including university</li> <li>• Sign Language</li> <li>• Provision for mobility appliances</li> <li>• Free education</li> <li>• Training of teachers at all levels</li> </ul>	Parliamentarians  Financial T.T.C	L	H	Y1	Ministry of Education	Stakeholders Council of the Disabled Persons
	11.6.4	<ul style="list-style-type: none"> <li>• Basic Education</li> <li>• Post Basic, including university</li> <li>• Sign Language</li> <li>• Provision for mobility appliances</li> <li>• Free education</li> <li>• Training of teachers at all levels</li> </ul>		H	H			
79	11.6.2	Adaption of an all inclusive type of education taking into account the local environment	Schools Human resources	H	H	On-going	Ministry of Education	N.A.S.E.
80	11.6.3	Conduct a national survey of all children with disability to establish their educational and training needs	C.S.O. Human Resources	H	H	Y1	Ministry of Education	Council of the Disabled Persons, Ministry of Health and Child Welfare Communities
81	11.6.4 11.6.5	Awareness campaigns and parents/guardians/community education on disability	Drama groups Media	M	H	On-going	Ministry of Education	Council of the Disabled Persons Communities
82	11.6.6	Animate all children/persons with disabilities to participate in education and training	Media Experts	H	H	Y1	R.A. Local Authorities Associations of the Disabled Parents	Ministry of Education Ministry of Health and Child Welfare
83	11.6.7	Access to non-formal and life long education	Facilities	L	L	On-going	Ministry of Education	Co-operating Partners

**CHAPTER 11 EDUCATION AND TRAINING FOR THE DISABLED**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
84	11.6.8 11.6.9 11.6.10	Develop and equip Special education with adequate resource provision	Human Resources Infrastructure Financial	H	H	Y1	Ministry of Education	Co-operating Partners Nat Braille Library Nat Audiological Lab
85	11.6.11	Establish an autonomous National Agency for Special Education	L	H	Y1	Ministry of Education Legal and Parliamentary Affairs	Associations of the Disabled Pers ons	
86	11.6.12	Accord Zimbabwe Sign Language national language status	M	H	Y2	Ministry of Education	Associations of the disabled	
87	11.6.13	Establishment of institutions for severely disabled children	M	H	On-going	Ministry of Education	Co-operating Partners Association of Parents of Disabled Children	

**CHAPTER 12**

**CURRICULUM**

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
88	12.6.1	The curriculum should be developed and administered by a Curriculum Council supported by a strong C.D.U.	Curriculum Experts	H	H	Y1	Curriculum Council	Ministry of Education C.D.U.
89	12.6.2	E.C.D./E.C.E.C. curriculum to be reviewed to provide a holistic approach and cater for the different age groups	Financial	H	H	Y1	Curriculum Council C.D.U.	Ministry of Education Communities NGOs Elders
90	12.6.3	Develop a core curriculum that develops individuals in a holistic manner which includes scientific, technological, social, problem solving and creative skills	Educationist	L	H	Y1	Curriculum Council	Ministry of Education Co-operating partners
91	12.6.4	Establish strong linkages between education and training disciplines for Special Education and non formal education	Policy Paper	L	H	Y1	Ministry of Education	Co-operating partners Industry schools, training colleges
92	12.6.5	Develop an appropriate curriculum for Special Education and non formal education	Policy Paper	H	H	Y1	Ministry of Education	Curriculum Council C.D.U./Co-operating partners Industry/Parents
93	12.6.6	Develop systematically structured pathways for post Basic Education to cater for different abilities with strong linkages a) Senior level II be developed with assistance of local universities. b) Senior level II (Business/Com and Tech) to incorporate innovative and practical skills	Policy Paper Experts Funds Teachers	H	H	Y2	Ministry of Education	Curriculum Council C.D.U. Co-operating partners Commerce and Industry
94	12.6.7	Revise curriculum at the teachers' colleges to respond to the new system of Basic Education and the different pathways requirements including teaching methodologists	Educationists T.T.C.	M	H	Y1	Ministry of Education	Curriculum Council Industry and Commerce

## CHAPTER 13 EARLY CHILDHOOD EDUCATION

REC. No.	PARA. No.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
95	13.6.1 13.6.2	Expand provision for ECEC and provide access for all	Funds Policy	H H	H H	Y1-Y5 Y1-Y5	Local community Local authorities	Ministry Education, Social Welfare
96	13.6.3	A co-ordinated plan for Training of teachers (a) para-professionals (b) professionals	Trainers (colleges)	H	H	Y1	Ministry of Education	Partners NGOs
97	13.6.4	Set up organising structure for ECEC in Ministry of Education at all levels	Funds, Vehicles, Offices, Officers	M	H	Y1-Y2	Ministry of Education	Region and District co-operating partners
98	13.6.5	Revision of ECEC Curriculum guidelines, mindful of different age - groups	Curriculum developers	M	H	Y1	Ministry of Education	ZNECEC
99	13.6.6	Organisation of pay for teachers according to formula	Funds	H	H	Y1	Ministry of Education	Local Communities
100	13.6.7	Research into ECD	Researchers	M	M	Y1-Y2	Ministry of Education	Local Government University of Zimbabwe ZNECEC and NGOs
101	13.6.12	a) Programmes to make ECEC known  b) Awareness and skills for parents	Information, Media ECEC Centres teachers	M M	M	Y1	Ministry of Education and Ministry of Health	Ministry of Information, University and ZNECEC
102	13.6.9	Early intervention for disabled children	Media, Specialists for disabled	M	H	Y1	ECEC department of Ministry of Education at all levels	Ministry of Health (CRU) co-operating partners NGOs, Association for the Disabled
103	13.6.10	Emphasise mother tongue as medium of instruction	Teachers with appropriate capacity	L	H	Y1	Ministry of Education	Regional and District Education Offices
104	13.6.11	Regular Interministerial dialogue about ECEC programmes	Ministry of Education, Ministry of Health and Ministry of Labour and Social Welfare	L	H	Y1	Ministry of Education Regional and District Offices	Ministry of Health and Ministry of Labour and Social Welfare
105	13.6.13	Set up some centres as models and for resources	One ECEC centre in each district	M	H	Y2		ZNECEC

**CHAPTER 14 BASIC EDUCATION**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
106	14.6.2 14.6.7	Review curriculum for year 1 to 9 (a) content and scope (b) attention to Science, Mathematics and technology (c) appropriate training and staff development of teachers at all levels	Planners Writers Specialists Trainers Standardised tests policy	H	H	Y1	Ministry of Education Curriculum Council and CDU	Teachers Stakeholders Colleges
107	14.6.4	Review automatic promotion	policy circular	L	M	Y1	Ministry of Education	Heads
	14.6.3	Adequate provision of essential requirements, mindful of number of pupils a) infra – structure b) Water and sanitation c) Books and equipment d) Electricity or alternative power	Funds	H	H	Y1	Ministry of Education	Co-operating Partners, LA and RA
108	14.6.6 14.6.8							
109	14.6.5	Strengthen system of supervision of (a) heads (b) teachers (c) standards and quality of Ed.	Inspectorate Education officers	M	M	Y1	Ministry of Education	Regional and District offices of Ministry of Education
	14.6.3	Introduce multi grade teaching in remote areas and other places where appropriate a) provide learning materials b) train teachers accordingly	Classrooms learning materials	M	H	Y2	Ministry of Education	Reg and District offices L.A, R.A, Colleges
110	14.6							
111	14.6.1	Provision of access to basic education for every child, including the disabled and ensure that no child is excluded because of lack of funds	Finance	H	H	Y2	Ministry of Education and Ministry of Finance	Reg and District officers L.A, RA Co-operating Partners, NGOs, Parents

**CHAPTER 15 SECONDARY EDUCATION**

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
112	15.6.1 15.6.2	Provision for secondary education to be extended to all areas in the country a) construction and equipping secondary schools in remote, resettlement and commercial farm areas. b) Elimination of hot seating	Policy paper Funds	H	II	Y1	Ministry of Education	Responsible authorities Local authorities Co-operating partners
113	15.6.3 15.6.5	Incorporate desirable attitudes and skills in the youth through the secondary education system	Teachers	L	II	Y1	Ministry of education	R.A L.A Communities
114	15.6.4	Introduce a new secondary education system with varying channels for students a) Abolish ZIG b) Introduce continuous assessment c) Offer vocational/technical/commercial education d) Attachment to industry and commerce	Policy paper Experts	II	H	Y1	Ministry of Education	Curriculum Council C.D.U.
115	15.6.8 15.6.9	a) School's teaching staff establishment be determined by school's weekly load and teacher's weekly load b) Regulate standard size of class	Teachers Policy paper Consultation	H	M	Y1	Ministry of Education	Heads R.A L.A

**CHAPTER 16 MATHEMATICS EDUCATION**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
116	16.6.1	Develop a new Basic Mathematics Syllabus	Specialists Teachers	M	H	Y1	Ministry of Education and Curriculum	C.D.U
117	16.6.2	A pass in Senior Secondary Mathematics requirement for Primary Teacher training	Policy	L	M	Y2	Ministry of Education	Schools Colleges
118	16.6.3	The 'O' level and 'A' level Mathematics syllabus should be redesigned to produce syllabi that meet the new Zimbabwean education structure as follows: i) An Academic syllabus ii) A Technical Syllabus iii) A Commercial syllabus iv) A localised High school certificate Maths syllabus to replace the current 'A' level	Policy Paper Expert Curriculum Developers	L	II	Y1	Curriculum Council	Mathematical Association
119	16.6.5	Indigenous languages should be used in the teaching of Mathematics	Writers Teachers	L	M	Y2	Ministry of Education Curriculum Council	C.D.U Schools
120	16.6.6	a) Curriculum developers and textbook writers should be encouraged and capacitated to write mathematics material relevant to the Zimbabwean environment and culture. b) A reliable and thorough textbook evaluation framework should be put in place	Experts	M	II	Y1	Curriculum Council	C.D.U Teachers
121	16.6.7	Mathematics should be taught as a practical/experimental subject	Teaching materials Software	M	H	Y1	Schools	Teachers
122	16.6.8	Multiple choice examination format to be used only to complement other forms of assessment and testing	Test Papers Continuous assessment	L	H	Y1	Examination Council	C.D.U
123	16.6.9	Facilitate the formation of a National Mathematics Teachers Association to guide and direct Maths education	Legal Framework Communication	L	I	Y1	Mathematics Teaching	Teachers Association

**CHAPTER 16**  
**MATHEMATICS EDUCATION**

REC. No.	PARA. No.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
124	16.6.10	Strengthen the teaching and learning of Mathematics, Science and Technology by exposing both pupils and teachers to commercial and industrial applications	Transport Industrial Plants	L	H	YI	School	Industry R.A. L.A.
125	16.6.11	Train pupils to use electronic computational equipment as tools for learning.	Equipment Teachers	L	H	YI	Schools	R.A.
126	16.6.12	All teaching and learning material produced by CDU for example the Basic Mathematics Project materials should be a) distributed to schools where they are needed and b) followed up by appropriate inservice training on their use.	Transport, Training District, Research centres Teaching materials	H	H	YI	Schools	R.A. L.A.
127	16.6.14	Institute and fund Mathematics and Science Camps for Girls	Accommodation teaching materials, Teachers	M	H	YI	Ministry of Education	R.A. L.A.
128	16.6.13	Provision of stimulating maths material and qualified maths teachers in disadvantaged areas.	Funds Teaching and learning materials	M	H	YI	Ministry of Education	R.A. L.A.



**CHAPTER 17 CITIZENSHIP**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
129	17.6.1	Compulsory teaching of citizenship education in the entire school curriculum	Teachers Literature	L	H	Y1	Ministry of Education	Schools Communities
130	17.6.2	Non - partisan citizenship education to be part of non-formal and ongoing education	Media Literature	L	H	Y1	Ministry of Education	Ministry of Information
131	17.6.3 17.6.4	All teachers to be trained or have staff-development in citizenship education	Trainers Literature	L	H	Y1	Ministry of Education	Ministry of Information Teacher's Council Colleges and schools
132	17.6.5	Students to participate in civic activities, locally, nationally and internationally	Transport funds	M	M	Y1	Ministry of Education	RA LA Parents

**CHAPTER 18**

**CULTURE AND SPORT**

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
133	18.6.1 18.6.5	a) Teach cultural studies throughout the entire school curriculum. b) Respect multi-cultural society	Teachers Books Electronic programmes	M	H	Y1	Curriculum council and Curriculum Development Unit	Cultural officers Electronic media
134	18.6.2	Strengthen traditional music, dance etc	Cultural officers Teachers	L	H	Y1	Ministry of Education	Arts Council and Communities
135	18.6.4 18.6.19	a) Develop Houses of culture b) Community Art Centres	Funds	M	M	Y1	Local authorities	Communities
136	18.6.3 18.6.7 18.6.8	Strengthen traditional institutions like the family religion, values etc, discuss emerging issues	Teaching and learning materials	M	H	Y1	Curriculum developers	Heads Teachers
137	18.6.9	Teach indigenous languages in addition to Chishona and IsiNdebele	Teachers Books	H	M	Y2	Responsible Authorities	Heads, Teachers
138	18.6.10 18.6.12	Develop theatre based local traditional drama, music and dance a) school based b) theatre based	Books Instruments Costumes	H	M	Y1	Heads of schools	Writers Cultural Associations Communities
139	18.6.11 18.6.13	Introduce comprehensive visual and performing ARTS Education a) establish procedures to identify talent	Teachers Manuals Equipment	M	H	Y1	Heads of schools	Responsible authorities Teachers Cultural officers
140	18.6.14	Set up one ARTS Academy in each region	Funds Teachers	H	H	Y2	Local Government Communities	School's associations

## CHAPTER 18 CULTURE AND SPORT

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
141	18.6.11 18.6.15 18.6.23	a) Upgrade the teaching of ART to a recognised subject at all levels b) Outreach programmes from Arts Galleries	Teachers Materials Curriculum Art	M	M	Y1	Ministry of Education	Curriculum Council CDU Responsible Authorities National Arts Galleries
142	18.6.16	Offer degrees in visual and performing ARTS	Lecturers Equipment Material	M	II	Y2	Universities	Artists Arts Associations
143	18.6.17	Allocate budget for ARTs and give scholarships	Funds	H	II	Y2	Ministry of Education Ministry of Finance	Cooperating Partners Industry
144	18.6.20 18.6.25 18.6.24 18.6.21	a) provide grants for a range of artists b) Give tax incentives for donations to ARTS	Legislation	L	II	Y2	Arts Council Ministry of Finance	Private Sector
145	18.6.18	Produce musical instruments locally	Technology Machinery Technicians Materials	M	M	Y3	Industry	Arts Association Ministry of Industry and Commerce
146	18.6.22 18.6.26	a) Set up legal framework to protect artists b) Forum for dialogue of artists	Lawyers Legislation Artists	L L	H M	Y1 Y1	Ministry of Education Arts Council	Ministry of Legal Affairs Associations
147	18.6.27	Establish national awards	Funds	M	H	Y1	Arts Council	Industry, NGO
148	18.6.28 18.6.29 18.6.30 18.6.31 18.6.32 18.6.33	Make PE and sport a compulsory subject throughout the education system up to tertiary level a) introduce generic sports and examine c) identify talent	Teachers Sports equipment	M	II	Y2	Curriculum council CDU	Sports Commission NASH NAPH
149	18.6.34	Set up National Sports Academy	Lecturers Specialists Funds	H	H	Y2	Sports Commission	NASH NAPH Associations

**CHAPTER 19 ENVIRONMENT AND DEVELOPMENT EDUCATION**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
150	19.6.1	Introduce Environment and Development Education into the curriculum a) give this new name to the programmes b) include this programme at all levels of formal and non formal education c) make this programme examinable	Information Literature Writers	M	M	Y1	Ministry of Education Curriculum Council and CDU	Teachers NGOs
	19.6.3							
	19.6.4 19.6.5							
151	19.6.2	Develop a national policy on Environmental and Development Education	Policy Circular	M	H	Y1	Ministry of Education	Natural Resources Board Communities
152	19.6.6	Institute co-operation and co-ordinating strategies for different programmes and stakeholders	Information Steering Committee	M	H	Y1	Ministry of Education National Resources Board	Relevant Ministries NGOs Schools, colleges
	19.6.7							
153	19.6.8	Introduce Environment and Development campaigns and projects in schools, colleges universities	Teachers Resources persons	M	M	Y2	Ministry of Education	Schools, NGOs
154	19.6.9	Provide an award system for outstanding environment and development activities	Awards funds	M	M	Ongoing	Ministry of Education	Stakeholders Interested parties, NGOs
155	19.6.10	Intensify production of educational material in Environment and Development Education	Writers, Books Leaflets	H	H	Y1	Ministry of Education Curriculum Council and CDU	National Resources Board Experts
				M	M			
156	19.6.11	Document traditional and cultural practices that protect the environment.	Traditional Researchers Writers	M	M	Y1	Ministry of Education Curriculum Council and CDU	National Resources Board Experts
157	19.6.12	Extend the tree planting programme to include other environmental issues.	Teachers	L	M	ongoing	Ministry of Education Curriculum Council and CDU	Ministry of Natural Resources, NGO, interested parties
				M				

**CHAPTER 20**

**HEALTH**

RECC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
158	20.6.1	Develop a comprehensive health and safety programme a) Schools b) teacher training colleges and resource centres	Health personnel, Civil defence and protection.	L	H	Y1	Ministry of Education	Ministry of Health Local Authorities
159	20.6.2 20.6.3 20.6.10	Educate to take personal responsibility for health a) Set up Health/Nutrition promotion committees. b) Educate on health hazards	Parents Health and nutrition personnel Teachers	M	H	Y1	Ministry of Education R.As	Ministry of Health Ministry of Social Welfare Local authority and service ministry and parents.
160	20.6.4 20.6.9 20.6.7 20.6.8 20.6.11 20.6.12	Enforce regulations pertaining to a school environment and programming that promotes health and behavioural change a) Physical education b) HIV/AIDS programme up to university level	Teachers Education and Health Officers Environment officers	M	H	Y1	Ministry of Education	Ministry of Health, parents, Community
161	20.6.5	Make all schools/institutions and public buildings user friendly for the disabled.	Funds	H	H	Y1-Y3	Local Authorities Responsible Authorities	Ministry of Education, Health, Construction Associations for Disabled
162	20.6.6	District Health Officers to be a resource to schools	Transport	L	M	Y1	Local Authorities	Ministry of Health and Schools.

**CHAPTER 21 SCIENCE AND TECHNOLOGY EDUCATION**

REC. No.	PARA. No.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
163	21.6.1	Develop Science and Technology policy	Researchers Experts	2	II	M1 - M4	Research Council	Government and Industry
	21.6.2	a) Basic Science and Technical courses to be part of all college and university programmes	Use and share existing resources and personnel	L	H	Y1	Colleges and University	
	21.6.3	b) Basic computers courses	- Cabling, - Connection fees				Responsible Authorities	Ministry of Education and Ministry of Energy
		c) Electrification of all rural schools d) Establish computers and science labs	- Solar equipment - Computers and Science equipment technicians	II	H	On going To Y5	Responsible Authorities and school committees	Ministry of Education
164	21.6.4	Syllabus for science and technology subjects and Computer studies to be reviewed and vigorously implemented	- Curriculum developers - Specialist teachers	M	H	Y1 - Y2	Ministry of Education School head	
165	21.6.5	Co-ordinate initiatives to establish resource centres and sharing	- Lab and science equipment - Technicians	H	II	Y1 - Y3	Ministry of Education	Co-operating partners Industry
	21.6.8	Strengthen Young Scientists' exhibition and competitions	Association of Science Teachers and Industry	L	II	Y1	Research Council	Association of Science teachers SIRDIC Industry
166	21.6.6							

## CHAPTER 21

## SCIENCE AND TECHNOLOGY EDUCATION

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
167	21.6.7	Formalise function of institutions of higher learning as resource centres for science teachers a) in service b) workshops	Existing resources	L	H	Y1	Industry and Heads/R/A	CZI ZNCC COMSA
168	21.6.9	a) Promote co-operation with industry b) Synchronise donor supported projects	Guideline	L	M	Y2	Ministry of Education	Industry, co-operating partners
169	21.6.13	Set up Science and Technology museums	Facility Old equipment Fair, Exhibitions inventions	L	L	Y2	Ministry of Education	Industry and Commerce
170	21.6.11 21.6.14	Promote scientific and technological culture; recognise inventiveness		M	M	Y2	Ministry of Education	Research Council Industry and Commerce SIRDC

**CHAPTER 22 VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING**

REC No	PARA No.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
171	22.6.1 22.6.2 22.6.4	Introduce vocational and technical channels in schools a) Reorientation to dignity of labour b) Promote small scale projects	Policy papers Campaign	H	H	Y1	Ministry of Education	Heads, L.A. RA
172	22.6.3 22.6.10	Increase scope of trade testing and adopt EST/ARN model	Policy paper Equipment Facilities	H	H	Ongoing	NAMACCO National Training Council	Ministry of Education Chamber of Industry
173	22.6.5	Revive and promote young scientists exhibitions	Teachers Scientists	M	H	Ongoing	Research Council	Ministry of Education Industry
174	22.6.6 22.6.13 22.6.14	a) Establish National Training Council b) Transform NAMACCO	Policy paper	L	H	Y2	Ministry of Education	Ministry of Legal and Parliamentary Affairs Chambers of Industry
175	22.6.7 22.6.8	Introduce industrial attachment and familiarisation tours for all students	Transport Factories Experts	L	H		Schools	Industry Local authorities Parents
176	22.6.9	Conduct regular labour market tracer studies and projections on future human resources needs	Statisticians	M	H	Y1	NAMACCO (NTC)	Min. of Trades Central Statistical office
177	22.6.11	Establish Zimbabwe Technical Institute of Teaching and Learning	Legal Framework	L	L	Y2	Vocational and technical education	Other professional organisations
178	22.6.12	Convert ZIMDEF into National Training Fund	Policy papers	L	H	Y2	Ministry of Education	Legislators Industry
179	22.6.15	Establish facilities for training disabled in Voc/Tec fields	Training centres, Equipment Teachers	H	H	Y1	Ministry of Education	L.A. RA Communities National Agency on Special Education



## CHAPTER 22

## VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING

REC No	PARA No.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
180	22.6.16	Conduct national inventory of educational resources and facilitate sharing between departments and sectors	Databases Experts	H	H	Y1	Ministry of Education	Private Sector
181	22.6.17	Ensure transparency in selection of students for VOCTEC	Policy paper Committees	M	H	Y1	Principals, heads	Local and national leadership LA and RA
182	22.6.18	Facilitate entry of both genders into hitherto segregated sectors	Advertisement Media	L	H	Y1	Colleges	Ministry of Education
183	22.6.19	Facilitates interaction between college students and pupils	Transport Facilities	L	M	Y2	Ministry of Education	Heads of Schools and colleges RAs
184	22.6.20	Design Short term courses for disadvantaged children	Course materials Trainers	M	M	Y1	Colleges Universities	Communication Ministry of Labour and Social Welfare
185	22.6.22	Empower centres/colleges to raise funds and decide on use of these	Policy paper	L	H	Ongoing	Ministry of Education	RA Heads of institutions
186	22.6.12	Introduce tax incentive scheme for benefits to VOCTEC	Policy paper	M	M	Y2	Ministry of Education	Ministry of Finance
187	22.6.21	Facilities and equipment in Voc. Training Centres should be brought under one ministry	Policy paper	L	H	Y1	Ministry of Education	Ministry of the Public Service

**CHAPTER 23 THE TEACHING PROFESSION**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
188	23.6.1 23.6.2	Draw up national criteria for recruitment and selection of teacher trainees	College Principals Universities Teachers Unions COL/AZ	L	H	M1-3	Ministry of Education and Culture	Colleges of Education
189	23.6.4	a) Introduce a standard core curriculum covering areas such as secondary education, Remedial teaching and ICT in all teacher's training programmes. b) Open TT programmes for further courses, degrees c) Review curriculum regularly	Department of Teachers education	L	H	Y1	Colleges	Colleges Universities
190	23.6.20 23.6.3	Heads assisted by a Committee should recommend teachers for appointment		L	H	Y1	Ministry of Education	Colleges/schools and Heads
191	23.6.6	Set up a Teaching Professions Council to monitor professionalism	Legal Practitioners PSA Teachers Unions	L	H	Y1	Ministry of Education	Ministry of Legal and Parliamentary Affairs
192	23.6.7 23.6.19	a) Set up institutionalised and on-going in-service training programmes for teachers as part of professional development b) Use performance management for training purposes	Teachers Colleges Department of Teacher Education (U/Z) Teachers Union	L	M M	Y1-2 Y2	Ministry of Education Regional Office	U.Z. Colleges Heads

**CHAPTER 23**

**THE TEACHING PROFESSION**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
193	23.6.8	Create a Teaching Service Commission responsible for employing teachers	P.S.C. Ministry of Labour Legal Practitioner Teachers Unions	L	II	Y1	Ministry of Education	Ministry of Legal and Parliamentary Affairs P.S.C
194	23.6.9	a) Improve conditions of teachers increase salaries and benefits for teachers to levels comparable to those of their counterparts in the private sector. b) Incentives such as rural hardship allowances, car loans and house purchase schemes to be extended to teachers. c) Consider reduction of retirement age to 60 and extension where personnel shortage	Funds C.M.F.D. Funds Funds, staff	H H H M	II II II M	Y1 Y1 Y2 Y2	Ministry of Education Ministry of Education Ministry of Education	Ministry of Finance T.S.C. L.A.S Building Society Finance Houses Ministry of Finance, schools Public Service Commission/Teaching Service Commission
195	23.6.13 23.6.16	Heads to be non-teaching regardless of grade of school (Basic and Sec.) Induction for school based supervisors	Funds Courses	M M	II II	Y2 Y2	Ministry of Education Ministry of Education	Schools RAs Las Experts
196	23.6.17	a) Adequate resources for EOs to ensure regular supervision of schools b) Supervisors to recognise professional expertise of teachers and allow initiative	Vehicles Guidelines	M L	H M	Y1 Y1	Ministry of Education Ministry of Education	C.M.E.D. Heads

**CHAPTER 24 UNIVERSITY AND FURTHER EDUCATION**

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
197	24.6.1 24.6.2 24.6.3 24.6.4 24.6.5 24.6.6	Enhance scope of the National Council of Higher Education a) ensure autonomy b) facilitate excellence in teaching and research c) strengthen organisation and representation	Experts policy paper	L	H	Y1	Ministry of Education	Vice-Chancellor, National qualification Forum, National Council for Higher Education Research Council Industry
198	24.6.7	Establish National Qualifications Forum (Authority)	Policy paper	L	H	Y1	Ministry of Education	Experts universities Universities, Industry
199	24.6.8	Establish a Vice-Chancellor's Forum a) to develop, monitor and implement plan b) establish linkages with the external and academic institutions c) make recommendation to NCHER staff	Policy paper	L	M	Y1	Ministry of Education	Universities
200	24.6.9	Appointment of all Vice-Chancellors and Pro Vice-Chancellors should be made by University Councils	Policy	L	M	Ongoing	University Council	
201	24.6.10	Introduce semester system in all tertiary institutions, starting August/September and ending May/June.	Policy paper	L	M	Y1	Ministry of Education	Universities
202	24.6.11 24.6.12	Strengthen Research Council so that it can oversee funding of research projects and set up industrial partnerships	Policy paper funds	M	H	Y1	President's Office	Ministry of Education Industry

**CHAPTER 24**

**UNIVERSITY AND FURTHER EDUCATION**

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
203	24.6.13 24.6.16	Articulate Higher Education courses to facilitate transferability and portability throughout all institutions and country. Indicate key skills a) knowledge b) cognitive skills c) subject skills	Policy paper Experts Handbooks and description of courses Equipment	L	H	Y1	Council for Higher Education	Universities Ministry of Education Colleges
204	24.6.14 24.6.15	Offer training to staff and students in information and communication technology basic science and technology and life-skills	Courses teachers Networks	H	H	Y1	Tertiary Institution	Ministry of Education Research Council Cooperative Partners
205	24.6.17	Set up flexible university entry requirements to facilitate movement from among tertiary institutions as well as from secondary schools	Policy paper	L	H	Y1	Ministry of Education	Universities
206	24.6.18	Design strategies to ensure an increased role for industry in the development of university programmes.	Policy paper	L	M	Y1	Ministry of Education	Universities Colleges
207	24.6.19	Allow universities to establish companies to test and implement results of research and to find out scientific and technological requirement of industry.	Policy paper	L	M	Y1	Ministry of Education	Universities Colleges
208	24.6.20	All public tertiary institutions to publish audited accounts	Policy paper	L	M	Y1	Ministry of Education	Universities Colleges
209	24.6.21	Tertiary institutions to play an increased role in the development of the school curriculum	Curriculum experts	L	M	Y1	Ministry of Education	University colleges

**CHAPTER 24 UNIVERSITY AND FURTHER EDUCATION**

REC No.	PARA No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
210	24.6.22	Develop distance education courses	Media Communication networks Course ware experts	H	H	Ongoing	Institutions	Ministry of Information Research Council PTC ZBC Zimbabwe Open University
211	24.6.23	Review financing of tertiary education a) ensure that beneficiaries pay b) students get loans from commercial banks and not from government c) subsidise financing of students in critical manpower shortage areas d) Government to maintain grants to state tertiary institutions	Policy paper Funds	H	H	Y1	Ministry of Education	Universities Colleges Banks
212	21.6.24	Universities should encourage local postgraduate students to spend some time in foreign institutions prior to returning to their home institution for employment.		H	H	Y2	Institutions	Universities

**CHAPTER 25 ACCREDITATION, EVALUATION AND QUALITY CONTROL**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
213	25.6.1 25.6.2 25.6.3	Introduce assessment instruments for Basic Education a) Reports b) continuous assessment c) child profile and skills mastered. d) Outcomes based tests (have bank of standardised tests)	Guidelines  Bank of standardised tests	L	M	Y2	Ministry of Education	Schools, Teachers Exam Branch
214	25.6.4	In the 9 <sup>th</sup> year counselling for choice of courses and careers	Counsellors	M	M	Y2	Ministry of Education	Psychological Services Heads, Schools
215	25.6.5 25.6.6	National Examinations Council for evaluation, assessment, quality control a) find way of funding b) supervisors to have role in evaluation of attachments.	Staff Finance	M	M	Y2	Ministry of Education	Industry
216	25.6.7	Heads, EOs, DEOs, principals to be trained as managers, administrators	Experts Courses	M	M	Y2	Ministry of Education	Cooperating Partners Local Authorities Responsible Authorities
217	25.6.8	Linkages between secondary technical and technical colleges in curriculum.	Curriculum	M	M	Y2	Ministry of Education Curriculum Council	CDU
218	25.6.9 25.6.12 25.6.14	Establish National Training Council to manage all post secondary training a) supervisors to have role in instruments evaluating attachments b) trade testing is to be more accessible to the public.	Staff	M	M	Y2	Ministry of Education	Industry NAMACO

**CHAPTER 25 ACCREDITATION, EVALUATION AND QUALITY CONTROL**

REC. No.	PARA. No.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
219	25.6.11	Work out mechanism for transferring credits.	Policy guidelines	L	H	Y1	Ministry of Education	Universities Colleges Responsible Authority
220	25.6.14	Organise Institute of Teaching and Learning. a) facilitate dialogue and improve standards. b) Checks on all providers of trainers.	Staff	M	M	Y2	Ministry of Education	NAMACO Industry Responsible authorities
221	25.6.16	Consideration of Special Needs Education a) flexible curriculum b) user friendly examination c) increase use of continuous assessment d) alternatives to exam. e) Appropriate resources	Guidelines Staff specialists	M	M	Y2	Ministry of Education	Association of the Disabled National Agency for Special Education.
222	25.6.17	Decentralise Chamber of Craft and Chamber of commerce to co-ordinate skills training at local and regional levels.	Staff Guidelines	M	M	Y2	Ministry of Education	Other line Ministries NAMACO Industry
223	25.6.18	Provide limited external quality assurance for universities and tertiary institutions.	Experts	H	M	Y2	Ministry of Education	National Council for Higher Education
224	25.6.19	Institute system of national awards for innovations and inventions.	Funds Guidelines	L	M	Y2	Ministry of Education	Cooperating Partners Other Line Ministries Industry Private Sector



**CHAPTER 26**

**RESEARCH AND DEVELOPMENT**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
225	26.6.1	Inculcate research methodologies early to pupils	Teachers, Research Materials	L	H	Y1	Heads	Ministry of Education RA
226	26.6.2 26.6.3 26.6.4 26.6.20	Intensify research in institutions of higher learning and make research relevant to economic needs and a conditions for promotion	Equipment grants High level experts Policy Paper	L	H	Y1	Heads of institutions	Industry RA Professional organisation Foreign institutions Research Council
227	26.6.21	Exchange of Information between researchers nationally and internationally	Journals Media Funds	M	H	Ongoing	Heads of institutions	Co-operating partners Professional associations Research Council
228	26.6.5	Co-ordinate and animate technology transfer	Media Journals	M	H	On going	Heads of institutions	SIRDC Industry Profession association
229	26.6.6	Protect inventors, researchers, authors, creators and scientists	Copyright laws Patents	L	H	Y1	Ministry of Legal and Parliamentary Affairs	Associations, research institutes researchers
230	26.6.7 26.6.13 26.6.14 26.6.19	Formulate Science Technology and Research policy a) setting priorities b) retention of funds c) participation of industry	Experts	L	H	Y1	Research Council Institutions	Legal and Parliamentary Affairs Industry
231	26.6.8 26.6.9 26.6.10 26.6.15	a) Set up science and technology parks as well as business incubators for production and technology transfer b) Universities to operate commercial companies to develop researched products	Machinery Equipment Sites Research Administration policy	H L	H H	Y2 Y1	Institutions Local authorities Universities	Industry Industry

**CHAPTER 26 RESEARCH AND DEVELOPMENT**

REC. No.	PARA. No.	RECOMMENDATION	RESOURCES	COST	PRIORITY	TIME	RESPONSIBLE	WITH WHOM
232	26.6.11 26.6.12	Establish programmes for student exchange and attachments	Transport	M	H	On going	Institutions	Industry
233	26.6.16 26.6.17	Allocate funds to Research Council of Zimbabwe for disbursement to researchers	Funds	M	H	On going	President's Office Research Council	Ministry of Finance
234	26.6.18	Conduct science and technology exhibition and competitions	Funds	H	H	Y1	Research Council of Zimbabwe	Ministry of Education schools, colleges universities industry research institutes

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**CHAPTER 27**

**ADULT AND LIFE – LONG EDUCATION**

REC. No.	PARA. No	RECOMMENDATION	RESOURCES	COST	PRIORIT Y	TIME	RESPONSIBLE	WITH WHOM
235	27.6.1	Broad, comprehensive national policy for Adult and Non-formal Education	Legislation		M	Y2	Ministry of Education	Co-operating partners and Stakeholders
236	27.6.2	Strengthen Adult and Non-formal Education at all levels	Teachers Tutors	M	M	Y2	Ministry of Education	LA and RA
237	27.6.3	Increase allowances for tutors and ZAIPEC teachers	Finance	M	M	Y1	Ministry of Education	Local Authorities
238	27.6.4	Continuous and systematic training of personnel for adult literacy education	Courses Specialists	M	M	Y2	Ministry of Education	LA and R/A Stakeholder
239	27.6.5	Develop effective strategy for production and distribution of materials for Adult and Non-formal Education	Centres in all regions and districts Transport	M	M	Y1	Ministry of Education	Education offices at regional and district level Co-operating Partners stakeholders. Teachers

## APPENDIX A

Statutory Instrument 7C of 1998, Proclamation 3 of 1998 (CAP. 10:07)

### COMMISSION

By

HIS EXCELLENCY THE HONOURABLE ROBERT  
GABRIEL, MUGABE, G.C.Z.M., President of Zimbabwe  
and Commander-in-Chief of the Defence Forces of Zimbabwe

TO: Dr Caiphas Tizanaye Nziramasanga  
Rev. Griffiths Malaba  
Mrs Sarah Letty Kachingwe  
Sister Hyacinth Gerbecks  
Dr. Elliot Zwangobani  
Mr. Erison Huruba  
Mrs Jonee Catherine Blanchfield  
Ms Heather Mary Benoy  
Mr. Sikhulumani Mangena  
Mr. Andrew Sithole  
Mr. Roy Pryke  
Mr. Jacques Hallak

### GREETINGS

WHEREAS it is provided by subsection (1) of section 2 of  
The Commission of Inquiry Act (Chapter 10:07), that the President may, when  
he considers it advisable, by proclamation appoint a commission of inquiry  
consisting of one or more commissioners and may authorize such commissioner  
or commissioners to inquire into the conduct of any officer in the Public  
Service, or the conduct or management of any department of the Public Service,  
or into any matter in which any inquiry would, in the opinion of the President,  
be for the public welfare; AND WHEREAS I consider it advisable to appoint  
a commission of inquiry to inquire into education and training in Zimbabwe:

NOW, THEREFORE, under and by virtue of the power and authority vested in the President as afore said-

- (a) reposing great confidence in your knowledge, discretion and ability, I do, in terms of the said Act, appoint and authorize you, the said Dr. Caiphas Tizanaye Nziramasanga, Rev. Griffiths Malaba, Mrs Sarah Letty Kachingwe, sister Hyacinth Gerbecks, Dr Elliot Zwangobani, Mr. Erison Huruba, Mrs Jonee Catherine Blanchfield, Ms Heather Mary Benoy, Mr Sikhulumani Mangena, Mr Andrew Sithole, Mr Roy Pryke and Mr Jacques Hallak, to be commissioners for the purpose of such an inquiry; and
- (b) I direct that you, the said Dr. Caiphas Tizanaye Nziramasanga, shall be the chairman of the Commission; and
- (c) I direct that the chairman and any other four of you shall constitute a quorum at any sitting or other proceeding of the Commission; and
- (d) I appoint Dr. Leonard Efison Munjanganja as Secretary to the Commission.

Your terms of reference shall be to inquire into and report to me upon the subject of inquiry afore mentioned and, in particular, but without derogation from the generality of the foregoing, upon-

- 1.1 the inherited education system as to relevance, quality and orientation in the rapidly-changing socio-economic environment;
- 1.2 the basic principles and philosophy of Zimbabwe's educational and training needs and aspirations on the eve of the twenty-first century, and having regard to the challenges of a competitive global environment in the Information Age;
- 1.3 the fundamental changes to the current curricula at all levels;
- 1.4 the establishment of an appropriate framework for the organization and management of the education and training systems, with particular attention to their institutional capacity, and the administrative, financial and legislative requirements for the decentralisation of functions to local authorities and communities;

- 1.5 the issues of gender and gender equity as regards access to educational at all levels, and the formulation of appropriate remedial measures.
2. Further you are to address more specifically the following issues-
    - 1.1 *Provision of education and Training:*
      - 1.1.1 review the philosophy, content and thrust of normal, adult and non-formal education with a view to equipping students for the high skill careers of the future;
      - 1.1.2 identify specific areas in the education and training systems requiring reform on a short-term, medium-term or long-term basis;
      - 1.1.3 recommend strategies that relate the education system to employment in the private and public sectors and that impart education for life and self-employment;
      - 1.1.4 recommend strategies that ensure a bias towards the study of mathematics, science and technical subjects, including computer literacy from early stages of education;
      - 1.1.5 recommend strategies that ensure that physical education and sport are offered in all educational institutions and that the subjects are vocationalized and broaden the base for employment creation;
      - 1.1.6 make recommendations on relevant aspects of scientific and technological research and development and delineate their role in education and training;
      - 1.1.7 examine issues related to cultural education and institutions therefor and make appropriate recommendations;

1.1.8 study and recommend specific policy initiatives on indigenous languages with a view to their wider use generally and more specifically in the education and training systems in Zimbabwe;

1.1.9 examine, and make recommendations on, the role of cultural education in the ethical and moral formation of Zimbabwe's youth;

1.1.10 recommend strategies that ensure that adequate health and environmental education is provided at all education and training institutions;

## 1.2 *Organizational Capacity and Management:*

1.2.1 review the organizational structure of the current educational and training systems and suggest reforms of the same taking into account Government's policy to decentralise to local authorities;

1.2.2 advise on strategies and methodologies that are time-framed and ensure the effective transfer of roles and responsibilities to local authorities and communities;

1.2.3 recommend effective systems of organizational accountability that are responsive to a decentralised managerial process;

1.2.4 advise on system-wide capacity building or enhancement and measures for capacity retention;

## 1.3 *Financing the Education System:*

1.3.1 review the system of financial resource allocation towards the provision of education and training and make recommendations as to improvements deemed appropriate;

- 1.3.2 advise on the feasibility of establishing financial resource generation initiatives that involve greater participation by the private sector in the education and training system;
- 1.3.3 review the present self-help system of financing of education by communities with a view to recommending improvements;
- 1.3.4 recommend initiatives that encourage local communities, business, religious and professional organizations to build or upgrade their own local schools and other tertiary institutions in the spirit of self-reliance.

Making such recommendations in respect of all or any of the above-mentioned matters as you deem appropriate.

AND I further will and direct that your authority hereunder shall continue in force until you have finally reported upon the matters afore said, that you report to me with all convenient speed your information upon the matters submitted for your consideration, and that you may make interim reports and recommendations from time to time; AND I charge and command all whom it may concern that, according to their respective powers and opportunity, they aid you in the execution of your duties under this my Commission.

Given under my hand and the Public Seal of Zimbabwe at Harare this 2<sup>nd</sup> day of January in the year of Our Lord one thousand nine hundred and ninety-eight.

R.G. MUGABE,  
President.

By Command of the President.



## APPENDIX B

### The Commission's Diary Of Activities

In this section a diary of activities of the Commission will be provided in an operational framework indicating strategies and procedures which were undertaken in order to fulfil the terms of reference.

<b>Activity</b>	<b>Dates</b>
1. Appointment and swearing in	2 January 1998
2. Official launching of the Commission	19 January 1998
3. Establishment of the Secretariat	3 to 16 January 1998
4. Studying Terms of Reference and background materials	20 to 30 January 1998
5. Publicising the Commission	1 to 20 February 1998
6. Internal Hearings in Harare	1 to 30 March 1998
7. Visits to Provinces	April 1998 to March 1999
	<b>Date</b>
Matabeleland North	27 April to 8 May 1998
Mashonaland Central	1 to 11 June 1998
Masvingo	29 June to 10 July 1998
Mashonaland West	7 to 16 September 1998
Mashonaland East	28 Sept to 9 October 1998
Matabeleland South	19 to 23 October 1998
Interim Report	October to November 1998
Manicaland	9 to 19 November 1998
Midlands	18 to 29 January 1999
Harare	8 to 19 February 1999
Harare	1 to 3 March 1999

## External Study Visits

The Commission studied selected target systems in developed and developing countries, hoping to learn from the experiences of such countries in reforming education. In this regard, the following countries were visited:

International Round Table Conference	
UNESCO Headquarters - Paris	9 to 10 March 1998
Colombia and Guatemala	2 to 13 May 1998
USA	6 to 18 May 1998
South Korea	11 to 18 May, 1998
South Korea	7 to 20 June 1998
Sweden, Germany and the Netherlands	3 to 26 June 1998
France and the Reunion	11 to 26 September 1998
Australia, New Zealand and Malaysia	9 to 26 November 1998
Japan	22 November to 12 Dec 1998
Mauritius	8 to 13 December 1998
Botswana	19 to 27 January 1999
Tyneside Training and Enterprise Council in Newcastle - United Kingdom	6 to 13 February, 1999

## Report Writing

11 March 1999 to 31 Aug 1999

The diary of activities for this period include:

- Studying and analysing all evidence collected
- Drafting of Final Report
- Holding a conference with selected stakeholders and specialists to discuss draft report
- Production of Final Report
- Submission of Final Report
- Publication of Special Studies
- Winding up

## APPENDIX C

### List Of Provinces, Districts and Towns Visited By The Commission

#### PROVINCES

Matebeleland North

Masvingo

Mashonaland Central

Mashonaland West

#### DISTRICTS

Bulawayo

Binga

Tsholotsho

Lupane

Nkayi

Masvingo

Bikita

Chiredzi

Chibi

Mwenezi

Gutu

Zaka

Bindura

Shamva

Mt Darwin

Rushinga

Muzarabani

Guruve

Mazowe

Chinhoyi

Kariba

Hurungwe

Zvimba

Sanyati

Kadoma

Chegutu

Mhondoro

Norton

Mashonaland East

Marondera  
Murehwa  
Mutoko  
Mudzi  
Goromonzi  
Chikomba  
Chivhu

Matebeleland South

Gwanda  
Umzingwane  
Insiza  
Matobo  
Bulilimangwe  
Beit Bridge

Manicaland

Mutare  
Chimanimani  
Chipinge  
Mutasa  
Nyanga  
Makoni  
Buhera

Midlands

Gweru  
Chirumhanzu  
Kwekwe  
Gokwe North  
Gokwe South  
Shurugwi  
Zvishavane  
Mberengwa

## PLACES VISITED IN HARARE AND CHITUNGWIZA

Harare City Centre

Highfield

Belvedere

Masasa

Seke

Zengeza

St Marys

Mount Pleasant

Emerald Hills

Harare Airport

Mbare

Queensdale

Glen View

Budiriro

Mabelreign

Mufakose

Mabvuku

Tafara

Glen Norah

Epworth

Hatfield

Borrowdale

Kuwadzana

Southerton

Highlands

Eastlea

## THE COMMISSION'S DIARY OF ACTIVITIES

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## EXTERNAL STUDY VISITS

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## APPENDIX C

### ORAL EVIDENCE

#### Harare

#### Government Ministries/Departments

The Hon. G M Machinga	Minister, Education Sport and Culture
The Hon. Dr.I M C Chombo	Minister, Higher Education and Technology
The Hon. Kumbirai Kangai	Minister, Lands and Agriculture
The Hon. John Nkomo	Minister, Local Government and National Housing
The Hon. Dr T Stamps	Minister, Health and Child Welfare
The Hon. Herbert Murerwa	Minister, Finance
The Hon. Oppah C Muchinguri	Minister of State in the President's Office Responsible for Gender Issues
Mr K C D Mohadi	Deputy Minister, Education, Sport and Culture
Dr Sikhanyiso D Ndlovu	Deputy Minister, Higher Education and Technology
Mr S J Chifunyise	Permanent Secretary, Education Sport and Culture
Dr M Mambo	Permanent Secretary, Higher Education and Technology
C Kuwaza	Permanent Secretary, Finance
Dr M Sibanda	Senior Secretary, President's Office and Cabinet



Mr S M Ngwenya	Director (Schools and Non-Formal Education), Ministry of Education, Sport and Culture
Mr F T M Pasipanodya	Director (Human Resource Management and Development), Ministry of Education, Sport and Culture
Mr E Matimati	Director (Education Development), Ministry of Education Sport and Culture
Mr R T Madamombe	Director (Finance), Ministry of Education Sport and Culture
Mr C R Dzimba	Director (Sport and Culture), Ministry of Education Sport and Culture
Mrs M Z Samudzimu	Deputy Director (ECEC) Ministry of Education Sport and Culture
Mrs M Z Mlambo	Deputy Director (Schools), Ministry of Education Sport and Culture
Mrs S P Musara	Deputy Director (CDU) Ministry of Education, Sport and Culture
Mr E L Sells	Deputy Director (AVS), Ministry of Education Sport and Culture
Ms K Nyanungo	Deputy Director, Schools Psychological Services, Ministry of Education Sport and Culture
Mr C W E Matumbike	Permanent Secretary – Ministry of National Affairs, Employment Creation & Co-operatives

Mr T Chipangura	Director, National Arts Council
Mr N N M Munetsi	Deputy Director, Vocational and Technical Education, Ministry of Higher Education and Technology
Mr K Ramajan	Deputy Director, Trade Testing, Ministry of Higher Education and Technology
Mr Mbewe	Director, Administration and Human Resources, Ministry of Higher Education and Technology
Mr Machawira	Deputy Secretary General, UNESCO, Ministry of Higher Education and Technology
Mr F B Pesanayi	Director, CRADU, HEXCO, Trade Testing, Ministry of Higher Education and Technology.
Mrs T Mudzi	Director, Human Resources Development, Ministry of Higher Education and Technology
Mr Kasekera	Deputy Secretary, Finance, Scholarships and Vocational Training Loan, Ministry of Higher Education and Technology
Mrs J Mkushi	Executive Secretary, National Council for Higher Education, Ministry of Higher Education and Technology

## MEMBERS OF NATIONAL COUNCIL OF HIGHER EDUCATION

Professor Chetsanga	Chairman
Professor Murapa	
Professor Maposa	
Dr Grant	
Dr K Moyana	
Mr Sithole	Chairman of NAMACO
Mr L Bowora	Regional Director, Harare Region, Ministry of Education Sport and Culture.
Mr J Masaraure	Deputy Regional Director (Primary), Ministry of Education, Sport and Culture, Harare Region
Mrs B F Nhandara	Deputy Regional Director (Secondary), Ministry of Education, Sport and Culture, Harare Region
National Economic Planning Commission,	
Public Service, Labour and Social Welfare, Social Welfare Department	
Public Service Commission	
Mr Paradzayi W Zimhondi	Commissioner of Prisons, Zimbabwe Prison Services
Higher Education Examinations Council (HEXCO)	
Curriculum, Research and Development (CRADU)	
Curriculum Development Unit (CDU)	
Staff College, Morris Depot, Defence	

## LOCAL AUTHORITIES

Harare City Council

Councillor Marwizi,  
Acting/Mayor

Mr J C C Macheke

Executive Mayor, Chitungwiza City Council

Epworth Local Board

## EDUCATIONAL INSTITUTIONS

Belvedere Technical Teachers College

Principal: Mrs J Makawa

Lecturers, Student Representatives

Seke Teachers College

Principal: Mr H Munodawafa

Lecturers, Students

Morgan ZINTEC :

Principal: Mr Shumbayaonda

Lecturers, Students

Harare Polytechnic

Principal: Mr G Chivanda

Lecturers, Students Harare Institute of Technology

Principal: Mr C Madzokere

Lecturers, Students

Masasa Vocational Training Centre

Principal:

Lecturers, Students

University of Zimbabwe

Professor Graham Hill

:Vice Chancellor

Prof. L Nyagura

:Pro-Vice Chancellor

Registrar

Bursar  
Senate  
University Council  
Faculty Deans  
Department Chairpersons  
Lecturers  
Student Representative Council  
Librarian  
Centre for applied Research  
Sports and Recreation Department  
Department of Teacher Education  
Dean of Students  
Dean of Medical School  
University Farm  
DACs  
University College of Distance Education:  
Pro Vice Chancellor, Prof Dzvimbo  
Lecturers,  
Programme, Directors,  
Students

Harare High School  
Nyatsime College  
Arundel School  
Emerald Hill School for the Deaf  
George Stark Secondary School  
Chitsere Primary School  
- Heritage School  
North Cote Training Centre  
Zengeza 1 High School  
Zengeza 4 Primary School  
Seke Secondary School  
St Aidens School  
Glen View High 1  
Budiriro 3 Primary School  
Mabelreign Girls High School  
SOS School  
Simbarashe School and ECEC Centre

Mabvuku High School  
Domboramwari School  
Peters Kubatana Secondary School  
Danckwerts Farm School  
Jairos Jiri Mukuwapasi Children's Centre  
Mhuruiimwe Technical College  
Zim Care Trust, Batsirai School, Dzivarasekwa  
Mutionokura School  
Zimbabwe Government Correspondence School  
St Mary's ECEC Training Centre  
Kwatu Farm School  
Eastview Nursery School  
People's College  
Speciss College  
Zimbabwe Distance Education College (ZDECO)  
Commercial College of Southern Africa (CCOSA)  
Ranche House College  
Air Traffic Control and Aviation Training Centre  
Natural Resources Research and Training Unit  
Tennis Training Centre  
Tobacco Training Institute  
Tourism Training Centre  
Theological College  
Harare City Council Skills Training Centre  
Harare Fire Brigade and Ambulance Service  
Sectra Training Centre  
Arts and Design College  
Mandel Training Centre  
PTC Training Centre  
ZESA Training Centre  
Zimbabwe College of Music  
Ministry of Transport Training Centre  
Zimbabwe Prisons Skills Centre  
Public Service Training Centre, Harare  
Domboshawa Public Service Training Centre  
Harare Hospital School of Nursing  
Parirenyatwa Hospital School of Nursing

## ORGANISATIONS AND ASSOCIATIONS

Correspondence Colleges Council  
Zimbabwe Writers Association  
Sports Commission  
Zimbabwe Arts Council  
National Libraries and Documentation Centre  
Zimbabwe Book Publishers Association'  
Zimbabwe Book Development Council  
Zimbabwe Booksellers Association  
Zimbabwe Institute of Engineers  
Zimbabwe Institute of Bankers  
ZANU Ndonga Education Department  
ZANU (PF) Education Department  
ZAPU 2000 Education Department  
United Parties Education Department  
Zimbabwe Union of Democrats Education Department  
Informal Sector Association of Zimbabwe  
Confederation of Zimbabwe Industries  
Zimbabwe National Chamber of Commerce  
Public Service Association  
Employers Council of Zimbabwe  
Zimbabwe Congress of Trade Unions  
Zimbabwe Nurses Union  
Zimbabwe Teachers Association  
College Lecturers Association of Zimbabwe  
ZimPapers  
ZIMCARE Trust  
ZTV/ZBC  
Mhuriimwe Board of Governors  
Zimbabwe Independent Film Makers  
Zimbabwe Independent Press  
Indigenous Business Development Council  
Indigenous Business Women's Organisation  
Affirmative Action Group  
Boy Scouts Association of Zimbabwe  
Girl Guides Association of Zimbabwe

Fora for African Women Educationists in Zimbabwe  
 Health and Fitness Club  
 Health and All  
 Church Education Secretaries  
 Zimbabwe Council of Churches  
 Association of Science Teachers  
 Zimbabwe Schools Examinations Council (ZIMSEC)  
 Medical Society of Zimbabwe  
 Computer Society of Zimbabwe  
 Construction Society of Zimbabwe  
 Organisational Training and Development  
 Kutsaga Tobacco Research Board  
 Scientific and Industrial Research and Development Centre (SIRDC)  
 Shona, Language Committee  
 National Languages Committee  
 Forestry Commission  
 Correspondence Schools Association  
 Parliament of Zimbabwe  
 National Association of Primary Heads (NAPH)  
 National Association of Secondary Heads (NASH)  
 National Association of Education Officers (NAEO)  
 Zimbabwe Foundation for Education with Production  
 Highfield Probation Hostels  
 Chinyaradzo Children's Home  
 Zimbabwe Investment Centre  
 National Manpower Council (NAMACO)  
 National Council for Higher Education (NCHE)  
 Zimbabwe Manpower Development Fund (ZIMDEF)  
 National Arts Council

## **GROUPS**

Harare Heads of Schools	-	David Livingstone School
Harare Teachers	-	David Livingstone School
School Development Associations and School Development Committees	-	Zengeza
Pupils and Students at various educational institutions		



**Public Hearings :**

Borrowdale	-	Harare
Kuwadzana	-	Harare
Mt Pleasant	-	Harare
Avenues	-	Harare
Seke	-	Chitungwiza
Zengeza	-	Chitungwiza

## MANICALAND PROVINCE

### Government Departments

Provincial Governor : Kenneth Vhundukai Manyonda (Esq)  
Provincial Administrator – Mr Munyoro  
Provincial Development Committee  
District Administration Offices – Buhera  
District Administrator Nyanga

Ministry of Education, Sport and Culture:-  
Regional Director – R.G. Sisimayi  
District Education Offices – Chimanimani  
Chipinge  
Mutasa  
Nyanga  
Makoni  
Buhera

### LOCAL AUTHORITIES

Mutare City Council :- Executive Mayor, Ald L. Mudehwe  
and Council.

Chimanimani Rural District Council  
Chipinge Rural District Council  
Mutasa Rural District Council  
Nyanga Rural District Council  
Makoni Rural District Council & Chief Executive Officer, Mr E. Pise  
Rusape Town council  
Buhera RDC and A/C.E.O., Mr G.J. Gunda

## EDUCATIONAL INSTITUTIONS

Africa University:-

Vice Chancellor : Prof. R. Murapa

Lecturers

SRC

Marymount Teachers' College:-

Acting Principal: Mr Sikhosana

Lecturers

Students

Mutare Teachers' College:-

Lecturers

Students

Forestry Industries Training Centre:-

Principal: Mr Sibanda O.D. (Deputy)

Lecturers

Students

Mutare Technical College:-

Principal : Mr T. Kuwengwa

Lecturers

Students

Rowa Provincial Public Service Training

Nyahode Union Learning Centre

Mt Selinda

New Year's Gift Primary School and ECEC.

Rattleshook Secondary School

St James Secondary School

Zongoro primary school

Zongoro ECEC

Nyajezi ECEC

Kriste Mambo Secondary School.

Chitora Primary School

## **ORGANISATIONS/ASSOCIATIONS**

Commercial Farmers Union -- Manicaland

C.Z.I., Manicaland

Church Organisations --

- United Methodist Church
- Anglican
- Roman Catholic) not met

Mutare Chamber of Commerce

Zimbabwe Farmer's Union

National Association of Blind Persons -- Rusape

Family AIDS Support Organisation (FACT)

## **OTHER GROUPS**

Council of Chiefs  
Education Officers

Mutare Heads of Schools

Public Hearing - Beit Hall, Sakubva

- Beit Hall, Danganvura
- Chikanga Hall,

Mutare Secondary School Teachers

Mutare Primary School Teachers

Chiefs and Parents – Chimanimani  
Chief Ndimu  
Chief Gudyanga  
Chief Mutambara

Heads of Schools – Nyanyadzi Secondary School

Teachers – Nyanyadzi

Chipinge District Development Committee

Chiefs and Parents - Chipinge

Buhera -Chief Nyashanu  
Chief Chamutsa  
Chief Nerutanga  
A/Chief Chimombe

Teachers, Chipinge

Heads of Schools, Chipinge

Chiefs and Parents – Mutasa

Heads of Schools – Mutasa

Teachers, Mutasa

Teachers, Nyanga

Heads of Schools, Nyanga

Adult Literacy Group – Nyanga

SDAs/SDCs – Nyanga

Chiefs and Parents – Makoni

Makoni Rural District Development Committee

Heads of schools – Rusape

Teachers – Rusape

## **COMPANIES**

Wattle Company

Mutare Border Timbers Ltd

Chisumbanje ARDA

Claremont Orchards and Fisheries

# MASHONALAND CENTRAL PROVINCE

## 1. Government Departments

Provincial Governor :- Border Gezi (Esq)

Provincial Administrator : Ms Jones

Ministry of Education, Sport and Culture:-

Regional Director : Mr L.C.K. Dube

Deputy Regional Director (Primary) -- Mr K.D. Mayida

Deputy Regional Director (Secondary) -- Mr S. Khumalo

Education Officers

District Administration Office:-

Shamva

Mazowe

Mt Darwin

Rushinga

District Education Office - Shamva

- Mt Darwin

- Rushinga

District Administrator - Muzarabani

Chief Commissioner - Guruve

District Education Office - Guruve

District Administration - Mazowe

## 2. Educational Institutions

University College of Bindura:

Pro Vice Chancellor: Mr Chikomba

Lecturers

Students Representative Council (SRC)

Centre for Distance Education  
Rain Mine School  
Muchapondwa School  
S.O.S School  
St Basil Primary School  
S.O.S Hermain Cremier School  
Nyava Secondary School  
Chindunduma High School  
Ponesai Vanhu Training Centre  
Frontline Training Institute  
Bindura Multi-disciplinary Training Centre  
Within Reach Computer Services  
St Alberts  
Tabex Secondary School  
Kandeya Primary School  
Mavhuradonha High School  
Chaminuka Youth Training Centre – Rushinga  
Kadohwata ECEC  
Bopoma Primary School  
Multi-disciplinary Training – Rushinga  
Chimhanda Secondary School  
Chimhau Secondary School  
Makuni ECEC  
Magwenya High (St Phillips)  
Kondo Primary School  
Nzvimbo Primary School  
Howard High School  
Rujeko Secondary School  
Amandas ECEC  
Chidamba ECEC  
Batsiranai Community School



## ORGANISATIONS/ASSOCIATIONS

Church Organisations: CSA  
British Methodist Church  
Apostolic Faith Mission  
Roman Catholic Church

## OTHER GROUPS

Chiefs and Parents – Mt Darwin

Council of Chiefs, Mashonaland Central  
Public Hearing: Bindura

Heads of Schools - Bindura  
- Guruve  
- Muzarabani  
- Shamva  
- Mt Darwin  
- Mazowe

Teachers - Bindura  
- Shamva  
- Mt Darwin  
- Rushinga  
- Muzarabani, Guruve

Adult Literacy Groups  
Chiefs and Parents Rushinga  
Functional Literacy Groups  
District Literacy Coordinators – Mazowe  
Farmers  
DLCs Muzarabani

## **COMPANIES**

**Bindura Mine Management**

Ashanti Gold Fields

Ran Mine

Mazowe Citrus Estates

Henderson Research Station

## **INDIVIDUALS**

Mr Dengu

## MASHONALAND EAST PROVINCE

### 1. Government Departments

Provincial Governor – Mr David Karimanzira (Esq)  
Provincial Administrator

Provincial Development Committee

Ministry of Education, Sport and Culture:-

Regional Director:- Mr C.M. Gundani

Deputy Regional Director (Primary) -- Mrs J. Juru.

Deputy Regional Director (Secondary) –

Miss L.W. Chirimamhunga

DA and DDC – Murehwa  
Mutoko  
Mudzi  
Chikomba

District Education Office:-

Murehwa  
Mutoko  
Mudzi  
Chikomba

### 2. LOCAL AUTHORITIES

a. Marondera Town Council:-

b. Executive Mayor – Ald L.S. Mukungatu

c. Marondera Rural Development Council and Chief Executive Officer

d. Murehwa Rural Development Council and Chief Executive Officer

- e. Mutoko Rural Development Council and Chief Executive Officer
- f. Mudzi Rural Development Council and Chief Executive Officer
- g. Chikomba Rural Development Committee and Chief Executive Officer

### 3. EDUCATIONAL INSTITUTIONS

Centre for Distance Education – Marondera  
 Peterhouse High School  
 Nagle House  
 Dombotombo Primary School  
 Murehwa High  
 Nyadire School of Nursing  
 Mutoko Central High School  
 Nyamapanda Secondary School  
 Sadza Primary School  
 Masasa Primary School  
 Liebenburg High School  
 Daramombe Secondary School  
 Better Schools Programme  
 Arcturus Secondary  
 Kadyamadare Primary School  
 Remari Primary School  
 Kushinga Phikelela Agricultural Institute  
 National Affairs Training Centre  
 Watershed College  
 Gatehouse Training and Rehabilitation Centre  
 Rakodzi High  
 Grasslands Research Station  
 UMAA - Institute  
 Mountview Training Centre

#### 4. ORGANISATIONS/ASSOCIATIONS

Commercial Farmers Union  
Church Organisations  
Murehwa Cultural House  
Emerging Business Community  
Vending Community  
Backyard Entrepreneurs  
Sports for all Community Programme  
Mutoko Leprosy Centre  
Mudzi District Agricultural Development Project  
Kadyamadare Community Development Projects  
Business Persons and Emerging Entrepreneurs -- Chivhu.

#### 5. OTHER GROUPS

Council of Chiefs  
Public Hearing -- Dombotombo Hall  
Heads of Schools --

- Marondera  
- Murewa  
- Mudzi  
- Mutoko  
- Chikomba

Teachers  
SDC/SDAs

Rakodzi High, Marondera  
- Rakodzi  
- Marondera  
- Mudzi

Chiefs and Parents

- Murehwa  
- Mutoko  
- Mudzi  
- Chikomba

Parents

- Masasa Primary  
- Arcturus Secondary School  
Kotwa Government School

Education Officers  
Functional Literacy Group – Mutoko  
Adult and Non-Formal Group – Sadza General Hospital  
ECEC Tutors – Masasa Primary  
Adult Literacy Tutors -- Masasa Primary

## **2. COMPANIES**

Cairns Wineries

# **MASHONALAND WEST PROVINCE**

## **GOVERNMENT DEPARTMENTS**

Provincial Governor  
Provincial Administrator  
Regional Director, Ministry of Education, Sport and Culture: Mrs L Nziramasanga  
District Education Offices:

Peter T Chanetsa, (Esq)

Kariba  
Zvimba  
Kadoma  
Chegutu  
Hurungwe

District Administration Offices

Kariba  
Zvimba  
Kadoma  
Chegutu  
Hurungwe

## **LOCAL AUTHORITIES**

Chinhoyi Town Council and Executive Mayor  
Kariba Town Council  
Zvimba Rural District Council  
Kadoma Town Council and Executive Mayor  
Chegutu Town Council and Executive Mayor  
Mhondoro Rural District Council  
Hurungwe Rural District Council  
Kadoma Rural District Council

## **EDUCATIONAL INSTITUTIONS**

Chinhoyi Technical Teachers College : Acting Principal  
Lecturers  
Students  
Chibero Agricultural College Principal  
Lecturers  
Students

Gwebi Agricultural College

Principal  
Lecturers  
Students

Mupfure College of Agriculture

Principal  
Lecturers  
Students

Zimbabwe Institute of Personnel Administration and Management :

Principal  
Lecturers

Provincial Public Service Training Centre

Chinhoyi Rural Training Centre

Cotton Training Centre, Kadoma

Lomagundi College - Head and Board of Directors

Mahombekombe Primary School

Nyamhunga Primary School

Kasanze Primary School

Kasanze Secondary School

Eiffel Flats Primary School

Chedonje Primary School

Cotton Research School

Sanyati Baptist High School

Mamvuramachena Primary School

Mamvuramachena Secondary School

Kutama College

Moleli High School

Chikangwe Primary School

## **ORGANISATIONS/ASSOCIATIONS**

Commercial Farmers Union, Chinhoyi

Commercial Farmers Union, Kadoma

Chinhoyi Chamber of Commerce (ZNCC)

Lake Kariba Fisheries Research Institute

University of Zimbabwe Lake Kariba Research Station

Kapenta Venture Cooperatives



Kariba Commercial Fisheries  
Rio Tinto Mine Management

## **CHURCH ORGANISATIONS**

Roman Catholic Church  
British Methodist Church  
United Baptist Church

## **OTHER GROUPS**

Council of Chiefs  
Chiefs and Parents : Hurungwe  
Zvimba  
Chegutu

Education Officers  
Teachers and School Heads Chinhoyi  
Chinhoyi  
Kariba  
Magunje  
Karoi (Chikangwe School)  
Sanyati  
Kadoma  
Mamvuramachena Primary  
Zvimba

Students  
Public Hearings at : Chinhoyi Civic Centre  
Rimuka Hall, Kadoma

## **MASVINGO**

### **Government Departments**

Provincial Governor : J.D. Hungwe, (Esq)  
Provincial Administrator : Mr A.C. Chikurira  
Provincial Development Committee

Ministry of Education, Sport and Culture :  
Regional Director, Mr O.T. Mujuru  
Deputy Regional Directors: Mr S. Mutomba (Secondary)  
Mr A.J. Mhungu (Primary)

District Education Offices :     - Bikita  
  Chiredzi  
  Chivhu  
  Gutu  
  Masvingo  
  Mwenezi  
  Zaka

District Administration Offices :- Bikita  
  Chiredzi  
  Chivhu  
  Gutu  
  Masvingo  
  Mwenezi  
  Zaka

### **Local Authorities**

Executive Mayor, Alderman F.T. Aphiri  
Masvingo Town Council (13)  
Bikita Rural District Council and C.E.O  
Chiredzi Rural District Council and C.E.O  
Nyanningwe Rural District Council (Chivi) and C.E.O  
Gutu Rural District Council and C.E.O.  
Masvingo Rural District Council and C.E.O.  
Mwenezi Rural District Council and C.E.O.

Zaka Rural District Council and C.E.O.

### **Educational Institutions**

- Bondolfi Teachers College: Principal – Mr H Chikukwa  
Lecturers  
Students
- Masvingo Teachers College: Principal – Ms S. Chakanyuka  
Lecturers  
Students
- Masvingo Technical College: Principal – Mr Taderera  
Lecturers  
Students
- Morgenster Teachers College: Principal : Mr L Chaduka  
Lecturers  
Students

Makoholi Research Station  
Alvord Training Centre  
Mushagashi Skills Training Centre (National Affairs)  
Mwenezi Training Centre  
Henry Murray School for The Deaf  
Victoria High School  
Don Bosco Primary School  
M Hugo (Capota) Schools  
Urombo Primary School  
Temeraire Secondary School  
Pamushana Secondary School  
Chibi High School  
Ngundu Halt Secondary School  
Zunga Primary School  
St Simon Zhara Primary School  
Gutu High School  
Mupandawana Secondary School

Gutu C.P. School  
Nerupiri Secondary School  
Mundondo Secondary School

Mushaviri Primary School  
Mwenezi Secondary School

## **ORGANISATIONS**

Zimbabwe National Chamber of Commerce  
Council of Chiefs

### **Other Groups**

Education Officers

Heads of Schools and Teachers :  
Bikita District  
Chiredzi District  
Chivi District  
Gutu District  
Masvingo District  
Mwenezi District  
Zaka District

SDAs/SDCs, Mashava (II)

Chiefs and Parents - Gutu  
SDAs/SDCs and Parents - Gutu C.S. School  
- Mushaviri Primary School  
- Temeraire Secondary School  
- St Simon Zhara  
- Chibi High

Public Hearing : Mucheke Hall

## **MATEBELELAND NORTH REGION**

### **Government Departments**

Provincial Governor : Welshman Mabhena (Esq)  
Provincial Administrator

Provincial Development Committee

District Administrator - Binga  
Hwange  
Nkayi  
Lupane  
Tsholotsho

Ministry of Education, Sport and Culture : Regional Director  
- Mr R. Gordon

District Education Office - Binga  
Hwange  
Lupane  
Nkayi  
Tsholotsho

### **LOCAL AUTHORITIES**

Bulawayo Executive Mayor Ald.A. Siwela

Binga Rural Development Council and  
District Development Committee

Bulawayo City Council

Binga National Parks School Authority  
Tsholotsho Rural Development Council and C.E.O.  
Lupane Rural Development Council and C.E.O.

Nkayi Rural Development Council and C.E.O.

Provincial Council of Chiefs : Chief Kaiser Ndiweni – Nyamandlovu  
: Chief M.P. Ndlovu  
: Chief M.T.S. Khumalo – Lupane

### 3. **EDUCATIONAL INSTITUTIONS**

Bulawayo Polytechnic - Principal : Mr Mwadiwa  
Lecturers  
Students

United College of Education  
Principal: Mr A.N. Sibanda  
Vice Principal : S.H. Mbona  
- Lecturers  
- Students

Hillside Teachers College- Principal

St Columbus Secondary School

Elangeni National Training Centre

National University of Science and Technology (NUST)  
Vice - Chancellor – Prof. P.M. Makhurane  
- Faculty of Applied Science  
- Faculty of Industrial Technology  
- Faculty of Commerce  
Faculty of Planning Committee

Students Representative Council and Other Students

Faculty Deans

Senior Administrators

Bursar and Staff

Librarian and Staff

Africa Virtual University Campus Coordinator: Mr Felix F. Moyo

Africa Virtual University Technical and Course Coordinator :

Mr G. Brooking  
Girls College  
Zimbabwe School of Mines

4. **ORGANISATIONS/ASSOCIATIONS**

National Arts Council  
College Lecturers Association (COLAZ)  
Zimbabwe Council of Disabled Persons  
ZIMCARE TRUST : Director – Mr J.P. Ndebele  
Ndebele Language Committee  
Disabled People's Foundation

Church Organisations - Catholic Church  
Anglican Church  
Brethren in Christ  
Seventh Day Adventist  
Church of Christ

ORAP Training Centre

5. **OTHER GROUPS**

Vukani Mahlabezulu  
Black Umfolosi  
Amakosi  
Public Hearings - Bulawayo  
Binga  
Hwange  
Lupane  
Nkayi  
Tsholotsho

Heads of Primary Schools - Bulawayo  
Heads of Secondary Schools - Bulawayo  
Teachers - Bulawayo  
- Binga

- Hwange
- Nkayi
- Lupane

6. **INDIVIDUALS**  
Mrs S. Chimusoro  
Mr I. McCausland



## **MATABELELAND SOUTH**

### **1. Ministries/Government Departments**

Provincial Governor: Stephen Jeje Nyongolo Nkomo, (Esq.);

Provincial Administrator: Ms Dube,

Mr G T Makwati, Regional Director, Ministry of Education, Sport and Culture

Mr J. Fundira, Deputy Regional Director (Primary), Ministry of Education, Sport and Culture

Mr J.S. Mpfu, Deputy Regional Director (Secondary), Ministry of Education, Sport and Culture

Education Officers

District Education Offices : Beitbridge  
Bulilimamangwe  
Umzingwane

### **LOCAL AUTHORITIES**

Gwanda Town Council  
Gwanda Rural District Council  
Umzingwane Rural District Council  
Bulilimamangwe Rural District Council  
Beitbridge Rural District Council

### **EDUCATIONAL INSTITUTIONS**

Centre for Distance Education  
Gwanda ZINTEC College : Principal - Mr Dube  
Lecturers  
Students  
Gwanda High School

Colleen Bawn Secondary School  
Epoch Mine Primary School  
Mbalabala Barracks Primary School  
Falcon High School  
Irisvale Resettlement Primary School  
Mtshabezi High School  
Sabuwa Primary School  
Mathambo Resettlement Primary School  
Bhulu Secondary School  
Allan Redfern Primary School  
Vhembe Evening School  
Vhembe Secondary School  
Plumtree High School

## **SOLUSI UNIVERSITY**

Prof. Maphosa : Vice chancellor  
Lecturers  
Students  
Panganai Training Centre  
Sizhubane Training Institute  
Guyu Public Service Training Centre  
Guyu Vocational Training Centre  
Esikhoveni Training Centre  
Zimbabwe Distance Education College.  
Hlekweni Training Institute  
Esigodini Agricultural Institute  
St Annes Brunapeg Training Hospital  
Ingwizi Research Station  
Icrisat Research Station  
Matopos Research Station  
Rhodes Estate Preparatory School  
Switsha ECEC  
Bhulu ECEC

## **ORGANISATIONS AND ASSOCIATIONS**

Matabeleland South Language Committee  
Beitbridge Language Committee  
Matabeleland South District Arts Council  
Sidingulwazi Functional Literacy Group  
National Association of Primary Heads  
National Association of Secondary Heads  
Zimbabwe Teachers Association  
Sports For All Programme  
Commercial Farmers Union

### **OTHER GROUPS**

Public Hearing - Maphisa Growth Point  
Council of Chiefs  
Gwanda Town Teachers  
Gwanda Town School Heads  
Education Officers

### **INDIVIDUALS**

Mr J Ncube          Education Officer, Adult and Non-Formal Education

## MIDLANDS REGION

### 1. GOVERNMENT DEPARTMENTS

Ministry of Education, Sport and Culture:-

Regional Director:- Mr I. Tanyanyiwa  
Deputy Regional Director: Mrs A. Gudo  
Education Officers  
Clerical Staff

Provincial Administrator:-  
Mberengwa  
Zvishavane

District Education Office

Kwekwe  
Gokwe  
Shurugwi

District Administrator: Kwekwe  
District Administration: Gokwe North  
District Administrator : Gokwe North  
District Administrator: Mberengwa

### 2. LOCAL AUTHORITIES

Gweru Executive Mayor : Cllr J.C. Bwerazuva  
Gweru City Council

Kwekwe Executive Mayor, Cllr J.R. Mawere and Councillors  
Executive Mayor, Redcliff: T. Moyo  
Town Clerk - H.E. Mugadza  
Town Treasurer - J.D. Issa  
Chamber Secretary - D. Musengi

Zvishavane Rural Development Committee

Zvishavane Chief Executive Officer

## APPENDIX D

### COUNTRIES VISITED BY THE COMMISSION

COUNTRY	PLACE	OFFICIALS MET
AUSTRALIA	Canberra	Ms Lyn McDonald (Department of Education) Training and Youth Affairs [DETYA] International Service
	Sydney	Mrs Viginia Lum Low (Department of Education, New South Wales) Directorate of Secondary Education, Bankstown District Office
		Curriculum Support Directorate, Education Development Directorate and Board of Studies.  Australia Manufacturing Education (FAME)

### Objectives

The objectives for visiting Australia are the study of :-

- Decentralisation of education administration and provision.
- Process of Education reform in the state of Western Australia.
- Curriculum innovation and implementation strategies
- Pre-service and in-service teacher education models
- The national and state assessment systems and practice.
- Study the interface between education and the private sector
- Examination of the role of the private sector in funding education

**NEW ZEALAND**  
15 – 20 Nov. 1998

Wellington  
Ministry of Education  
and Ministry of Labour

Victoria University of  
Wellington

Massey University in  
Parlmerston North

Mrs J. Mulryan (Min of Foreign  
Affairs and Trade)  
Mr R. Stevens (International  
Manager)  
Mr N. Pale (  
Senior Manager,  
Early Childhood Education and  
Schools Resourcing)  
Mrs S. Benson (Senior Policy  
Analyst, Ministry of Education)

### **Objectives**

To study the provision of vocational/technical education into the secondary school  
Study methods of funding primary, secondary and tertiary education  
Examining closely decentralisation of education  
To study ways of ensuring accountability in their education system  
Study the provision of life-long education to its citizens  
Look at the recent innovations in the education system, especially changes in  
primary curricula

**MALAYSIA**  
22 – 26 Nov. 1998

Kualar Lumpur – Ministry  
of Education

Universti Telecom, State of  
Melaka

### **Objectives**

Implementation of a language policy  
Funding of education – role of private sector.  
Reform of the education system  
How education fits into the economic policy  
Administration of Higher Education institutions  
Analysis of structure of education

**UNITED KINGDOM**  
6 – 13 February 1999

Tyneside Enterprise  
Council, Newcastle

Mrs Olivia Grant (Chief  
Executive, Tyneside  
Enterprise Council

Northumberland County  
Council

Mr Ted Weekes (Council  
Chairman)  
Mr Christopher Tipple  
(Director of Education)

### **Objectives**

To study the policy and practices of education for employment in England, in particular, pre-vocational preparation in schools and the work of Training and Enterprises Councils (TECs).  
To study policy and practice of Local Management of Schools and incorporation of Further Education Colleges (FECs)



**MAURITIUS**  
8 - 13 Dec. 1998

Port Louis  
Quatre – Bornes  
University of Mauritius

Mr J. Den Phokeer  
Jaykumar Bhurtum  
Mr P. Mohadeb  
Dr Raj S. Lutchmeah  
Rose Hill  
Kursheed Ali Kasenally  
Mrs Sheela Thancanamootoo  
Meena Seetulsingh  
Mr Siva Subramanien  
Miss Medha Devi Moti  
Mr Doohbay Ramprogus  
Mr Raveendranath Matadeen  
Dr Rajeswar Bhowon  
Mr Subedass  
Dr Michael Atcha  
Anand Mulloo  
Mrs S.D. Goordyal

## **Objectives**

Exchange ideas with education officials in Mauritius  
Study the structure of the education system  
Examine the training of teachers  
Study the decentralisation of the education of the education system with reference to  
administration, management and funding of education at local level  
Survey any other relevant issues to education  
Produce a report on the study tour

## SWEDEN

Stockholm	Mrs Berit Erbacke Mrs Sigbritt Galnader Lena Blix
Sigtuna, St Olof School	
Swedish Association of local Authorities	Mr Mat Soderberg
Swedish Teachers Union	Mrs Kerstin stjernberg Christine Eriksson
National Agency of Education	Mrs Lena Landgren Ingrid Lindskog Sten Soderberg
Stockholm Institute of Education	Lars Erick Olofsson Einar Dahlin Kerstin Lo Wenhielm Rolf Helldin Lena Borgstrom
Victoria Falls Hall	Mr M. Bjarnsson Mrs Eva Lithman Janet Vahamaki Mr Orjan Backman

### Objectives

Decentralisation of administration and management of the education system;  
Financing of education;  
Decentralisation and formulation of standards in education  
Pre-service and in-service education of teachers;  
Supervision within the school system,  
Management of special needs education  
Acquainting school system with technological changes

**GERMANY**  
1 – 14 Oct. 1998

Hannover

Mr Heinrich Roetter  
Mr Postel and Staff  
Mrs Holzwarth  
Mr Wilmer  
Mr Haase and Staff  
Mr Peters and Staff  
Mr Knolle  
Mr Borner  
Mrs Hartwich  
Dr Wilp  
Dr Vogt  
Mrs Allmansberger –  
Klauke  
Mr Fischer  
Mr Molle  
Mr Adam

Bonn

Mr Gunter Haas  
Mr Martin Henneberg

**Objectives**

Policy and implementation of secondary vocational/technical education;  
Pre-service and in-service teacher education;  
Primary and secondary school curriculum;  
Structure of education system;  
Decentralisation of education;  
Assessing of learning  
The role of the economy in maintaining the education system;

## NETHERLANDS

8 – 25 Oct. 1998

Amsterdam

Mr C.G. Brom  
Mr B. Zijlstra  
Mr H. Voorneveld  
Mr P. Winia  
Mr L. Schoonderwoerd  
Mrs T. van Scheltinga  
Mrs I van den Berg  
Mr F. Den Zwaan  
Mr L. Spaans

Hague

Mr J. van Bommel  
Dr T. Boland  
Mr G. Stocks  
Mr J. de Visser

Rotterdam

Mrs L.Kappetijn  
Dr M. Zwalf  
Ms L Sies  
Mr H. Voorneveld

### Objectives

Provision of choice in secondary education  
Management of the Dutch education system and privatisation for certain functions;  
Provision of vocational and technical education in the primary and secondary school systems;  
Decentralisation of the education system;  
Assessment systems in primary and secondary education

**JAPAN**

2 Nov. – 2 Dec. 1998

Tokyo  
Hiroshima**Objectives**

To study the structure, content and various other facets of the Japanese System of education  
To study the “Basic Education” aspect of the Japanese System of Education  
To make observations on the entire system and come up with recommendation for improving education and training in Zimbabwe.

**FRANCE**

1 – 27 Sep. 1998

Paris

Mr Yves Parent

**Objectives**

The teaching of foreign languages  
The scope of teaching French  
How French is taught as :- first language, second language and foreign language in other African Countries  
Examine the teaching of arts  
The study of sport and culture academics  
Funding of education at local community level.  
Economies of education and decentralisation  
The experience of France in teacher assessment

**REUNION**

1 – 27 Sep. 1998

St Denis

Mr Yves Parent

**Objectives**

The teaching of foreign languages  
The scope of teaching French  
How French is taught at; first language, second language and foreign language in other African countries  
Examine the teaching of arts  
The study of sport and culture academics

Funding of education at local community level  
Economics of education and decentralisation  
The experience of France in teacher assessment  
Look at language policy in a bilingual and multi-lingual country

## **KOREA**

7 – 20 June 1998

Seoul

### **Objectives**

Deepen the impact of the first tour  
Strengthen the capacity of technical staff to translate the outcome of the first study tour for  
policy – making into action;  
Broaden understanding of the range of policies that may have contributed to Korea's economic  
development;  
Compare approaches Korea and African countries took to solve similar educational problem in  
the 1960s and 1970s;  
Explore implications for human capital accumulation in African countries

## AMERICA

### Objectives

Underlining the already researched fact that education of girls is a key to sustainable development;

Explore and share promising strategies to increase girls school attendance and completion

Focus on four areas, namely;

Roles that government, private sector, religious communities and other non governmental organisations can play.

The part that families and communities can play and how they can be supported in their efforts

What strategies are most cost effective and sustainable.

What approaches are most effective in improving the educational and learning environment for girls.

**BOTSWANA**  
9-27 Jan. 1999

Ministry of Education  
Gaborone

Mr M.R. Rathedi  
Miss P. g. Moanakwena  
Mrs R.I. Mphahudi  
Mr D.R. Rantabe  
Mr A.A. Nleya  
Mrs F.M. Leburu -- Sianga  
Mrs T. Mogotsi  
Mr S.O. Sefhako  
Mr A. Siduma  
Mr L.L.B. Matshaba  
(Ministry of Education  
Officials)

Prof.F. Youngman  
Mr Eric Odotei  
Mr Ulaus Borowka  
L.T. Moahi  
(Members of the Botswana  
1993 Education  
Commission)

M. Hulela  
G. Makunga  
K. Lecoge  
S. Basiamang  
D.O. Tselayakqosi

Ledumang Senior School

D.R. Tan  
K.K. Kobe  
O.C. Kereteletswe  
C.D.P. Lane

Marango C.J.S.S.

Mrs Siphuma

Curriculum Development  
and Evaluation

Susan Makgoth  
Thelma Majela  
Thandie Hirschfeld  
David M. Tatsatsi  
L.T.Moah  
K.B. Sebina



## Objectives

- The mechanisms and strategies for implementing recommendations of the 1993 Botswana Education Commission;
- Policy formulation in the country's education and training systems;
- The conditions of service for teachers
- The financing of education and training systems and
- Any other relevant issues pertinent to the task of the Commission

## APPENDIX E

### WRITTEN SUBMISSIONS: INDIVIDUALS

NAME	LOCATION
Atkinson N.D Prof.	
Arrand Ken	U.Z
Ascough Jeremy W.	Harare
Austin Mary	Harare
Bambazha G.	Gweru
Bhebhe Philip	Chiredzi
Burke B.J.	Bulawayo
Carelse Xavier F. Dr	
Chakaodza E.T.	Harare
Changweshu F.	Mashonaland Central
Chetsanga C.J. Prof.	Bulawayo
Chidzudzu C.	Harare
Chihambakwe Ela	
Chimba Matthews	Harare
Chimusoro Samuel	Watsomba
Chinembiri Cecilia	Bulawayo
Chinyemba A.	Harare
Chirenje Juliet Ms	Harare
Chirenje Juliet	Harare
Chitunzi S.T.	Harare
Chiuswa D.V.	Chipinge
Chiwaro J.A.	Norton
Chiwaro J.A.	
Chiwota Edwin John Mr	
Chung-F.	Chitungwiza
De Beer F.M.	Unicef Ethiopia
Dewes Pride Tshuma	
Dlodlo Mqhele E. Dr	Gwanda
Donato R. Sister	Bulawayo
Dow Lain L. Dr	Centenary
	England

Dube Jeconia	Bulawayo
Dube S.	Harare
Fr Mark Hackett, S.J.	
Gonzo Mr	Harare
Gouma C. (Mrs)	Bulawayo
Gross E.G.	Harare
Gumbo Augustine	
Gumpo G.F.	Gwanda
Gurira J.F. Mrs	Harare
Gwaze Olivia	Muzarabani
Headmaster Whitestone School	Bulawayo
Hitchcock A.G. Dr	Harare
Jamela J.H.	
Kahari George P.	Harare
Kajawo L. Mr	Harare
Kathumba Bigboy	Harare
Kathumba Bigboy	Harare
Kunaka Driden	Harare
Leppard Malcolm	Harare
Love I. Dr	
Machazire B.	Zvishavane
Machinga Gabriel M.	Harare
Made S.M.	Harare
Mafa Felix M. (Mr)	Bulawayo
Magabatela F.	
Mahere S.M. Dr	Harare
Makhurane P.M.	
Makonese Sister Tendai	
Makonese Tendai, Sr O.P.	
Makore Alexander Mbhojana	Gokwe
Malaba M.Z. Dr	Harare
Manyuku Siyafa	Chiredzi
Maphosa B.	Gweru
Maphosa Norman Prof.	Figtree
Marombedza H.B.	Hauna
Maronda J.	Masvingo
Masundire A.L.	Masvingo

Matare E. Ms	Harare
Matimati E.K.	Harare
Maunze M.	Harare
Mavareka John Mr	Mvuma
Mawunga A.J.S.	
Mazula Calvin Edwin	Muzarabani
Mazula I.	Bulawayo
Mazula Calvin Edwin	Muzarabani
Mhende Chester N.	Harare
Mhizha A.V.	Harare
Mhlanga J.J. UNESCO	France
Midzi I.J.	Bulawayo
Mlambo M.Z. Mrs	Harare
Mlambo P.J.T. ZIMFEP	Harare
Moyo Alois Ngwagwa	Harare
Moyo S.A.	Bulawayo
Mpofu J.S	Bulawayo
Mpofu J.S.	Bulawayo
Mtandadzi Prosper	Rushinga
Mubwandarikwa T.T.	Sadza
Mujuru O.T.	Masvingo
Mukwena Petros T. Mr	Gwanda
Muntubani D.S. Nzima	Chiredzi
Mupengo Crispen	Chitungwiza
Murapiro A.	
Murapiro A. (D.L.C.)	Centenary
Mutumwe R.N.	Birchenough Bridge
Muvirimi Godfrey	Harare
Muzambwa M.C.	Hwange
Muzirikazi T.	Masvingo
Ndonde J.E.C.	Masvingo
Nekatambe Chief S.R.	
Ngwenya E. Mrs	Bulawayo
Ngwenya E.	Bulawayo
Ngwenya Limukani Mr	Bulawayo
Nindi Samuel	Bulawayo
Njanina Samson	

Nziramasa M. Prof.  
Norton A.J.  
Nyambuya O.  
Nyathi S.  
Nyathi V.R.M.  
Pasinavaviri Alphonse  
Phillimon Muvhundi  
Pilcher C.  
Pinchem G.  
Podmore A. Mrs  
Redfem Alan  
Rupere N. (Ms)  
Rupere N. Ms  
Samudzimu M.  
Sibanda A.N. Mr  
Sibanda Junior  
Sithole A.S.  
Sithole C.Z.  
Sithole K.P.G.  
Stan Chiwaro  
Sylverster C.  
Tapela L.A.  
Taruinga M.  
Wedlock Bhoso  
Woolworth F.W.  
Yamoah E.K.  
Ziyenge P.N.  
Ziyenge P.N. Mr  
Zvinokona Deizdaria Ms

University of Washington U.S.A.  
Bindura

Matebeleland North

Sanyati  
Chiredzi  
Plumtree  
Harare  
Harare  
Plumtree

Harare  
Bulawayo  
Harare  
Harare  
Harare  
Masvingo  
Rushinga  
Harare  
Plumtree  
Harare  
Chipinge  
Harare

Masvingo  
Masvingo  
Harare

## APPENDIX F

### Organisations which submitted written Evidence

NAME	AREA
Africa University	Mutare
Archdiocese of Bulawayo	Bulawayo
Archdiocese of Gweru	Gweru
Archdiocese of Harare	Harare
ARDA and CEO Pfura	Mt Darwin
Association of Rural District Councils	Harare
Association of the Deaf (Zimbabwe)	
Association of Trustee Schools CHIS	Harare
Association of Trust Schools	Harare
Association of University Teachers	Harare
B.A.W.Z.	Harare
Belgownie Primary School	Mashonaland Central
Better School Programme	Mt Darwin
Bopoma Primary School	Rushinga
Bhubi Primary School	Beitbridge
Bondolfi Teachers College	Masvingo
Brethren In Christ	Bulawayo
Catholic Archdiocese of Bulawayo	Bulawayo
Chaminuka District Heads	Shamva
Chaminuka Rural District Teachers and Parents	Shamva
Chedonje S.D.A.	Kadoma
Chemhondoro Primary School	Mashonaland Central
Chezhou Primary School	Dete
Chibi High School	Chivi
Chigwida Primary School	Mazowe
Chikangwe Primary School	Hurungwe

Chikangwe Secondary School  
 Chikwezvero Primary School  
 Chimanimani District Education Office  
 Chindunduma Primary School  
 Chinehasha Primary School  
 Chipinge District Office  
 Chipinge Senior Teachers  
 Chiripiro Primary School  
 Chitange Primary School  
 City of Gweru  
 Commercial Farmers Union  
 Curriculum Development Unit  
 D.E.O's and E.O.  
 Daramombe High School Teaching Staff  
 Dewe Primary School  
 District Administrator  
 District Administrator  
 DDC Committee and Chief Executive Officer  
 District Development Committee  
 Dombe Cultural Society (Ingoma Yamaanu)  
 Education Committee United Methodist Church  
 Education Officers in Mashonaland  
 Education Officers Matebeleland North  
 Education Officers  
 Falcon College  
 Fambidzanai Secondary School  
 Forrester F. School  
 German Technical Co-operation  
 Gokwe Ministers Fraternal  
 Gokwe South Heads of Schools  
 Gwanda High School  
 Gwanda Town Council  
 Gwanda Town Council

Karoi  
 Mashonaland Central  
 Chimanimani  
 Mashonaland Central  
 Mashonaland Central  
 Chipinge  
 Chipinge  
 Mashonaland Central  
 Rushinga District  
 Gweru  
 Chinhoyi  
  
 Gwanda  
 Chivhu  
 Chivi  
 Concession  
 Nyanga  
 Nyanga  
 Chipinge  
 Hwange  
 Harare  
 Bindura  
 Bulawayo  
 Gweru  
 Esigodini  
 Bikita  
 Mvurwi  
 Harare  
 Gokwe  
 Gokwe  
 Gwanda  
 Gwanda  
 Gwanda

Heads and Deputy Heads  
 Heads of Catholic Primary Schools  
 Heads of Primary and Secondary Schools  
 Heads of Schools, Mtshabezi  
 Heads of Special Schools  
 Henry Murray School for the Deaf  
 Hippo Valley High School Staff  
 Howard High School  
 Iron Duke Mine Primary School  
 Jairos Jiri Association  
 Jairos Jiri School  
 Jairos Jiri School for the Blind - Kadoma  
 Kadoma Heads  
 Kudyamadare Primary  
 Kushinga Phikelela Students  
 Kushinga Primary School  
 Kutama College Staff  
 Lady Teachers  
 Lay Catholics and Catholic Educationists  
 Machaya Secondary School  
 Madziwa Mine Secondary School S.D.C.  
 Magunje High School  
 Makoni District Heads  
 Makoni Primary and Secondary Teachers  
 Manicaland MOESC  
 Manzou Primary  
 Maponda School  
 Marist Brothers Mission Dete  
 Marymount Secondary School  
 Masasa Primary School Staff  
 Mashonaland East Education Directorate  
 Masvingo Region MOESC  
 Mavari School

Hwange  
 Bulawayo  
 Bikita  
 Matebeleland South  
 Bulawayo  
 Masvingo  
 Chiredzi  
 Mazowe  
 Shamva  
 Bulawayo  
 Harare  
 Kadoma  
 Kadoma  
 Juru  
 Marondera  
 Mazowe  
 Zvimba  
 Mutoko  
 Bulawayo  
 Muzarabani  
 Shamva  
 Magunje  
 Manicaland  
 Manicaland  
 Mutare  
 Mazowe  
 Mvuma  
 Hwange  
 Rushinga  
 Chivhu  
 Marondera  
 Masvingo  
 Guruve



Mazoe Citrus Primary School	Mazowe
Mazorodze Primary School	Chivi
Ministry of National Affairs	Bindura
Ministry of Education and School Heads	Mberengwa
Ministry of Education	Mazowe
Ministry of Education	Chimanimani
Ministry of Education	Gokwe
Ministry of Education	Mutare
Ministry of Education	Gweru
Ministry of Education, Sport and Culture	Harare
MOESC District Education Office	Muzarabani
MOESC District Office	Rushinga
MOESC, Human Resources Management Dev.	Harare
MOESC	Chinhoyi
Ministry of Education, Sport and Culture	Chiredzi
Mkwasine Secondary School	Chiredzi
Mlezu Agricultural College	Kwekwe
Msengezi East Cluster	Mashonaland West
Mtshabezi Primary School	Matebeleland South
Mudzinge School	Shamva
Mukodzongi Primary School	
Mupfure Self-Help College	Chegutu
Murehwa High School	Murewa
Murewa Culture Centre	Murewa
Mwenezi Development Training Centre	Neshuro
Mwenezi Secondary School	Mwenezi
Nambya Cultural Association of Hwange District	Hwange
National Archives of Zimbabwe	Harare
National Association of Sec. School Heads	Chiredzi
National Association of Education Officers	Matebeleland South
National Association of Primary Heads	Gwanda
National Association of Secondary School Heads	Masvingo
National Horticultural Research Institute	Chiredzi

National Spritual Assembly of the Bahais of Zimbabwe	Harare
National Theatre Organisation	Harare
National Vocational Training and Dev. Programme	Harare
Ndebele Language Committee	Bulawayo
Nerupiri Government Secondary School	Masvingo
Ngundu Halt Secondary School Teachers	Ngundu Halt
Ngundu High School Parents	Masvingo
Nyachuru School	Mazowe
Nyanhewe Primary School	Rushinga
Nyanyadzi Primary School	Nyanyadzi
Nzvimbo Primary School Cluster	Mazowe Central
Pafiwa Secondary School	Manicaland
Peterhouse	Marondera
Primary Heads, Chiredzi Urban	Chiredzi
Primary School Heads	Mwenezi
Primary Teachers	Shamva
Provincial Administrator's Office	Marondera
Provincial Medical Directorate	Mashonaland Central
Provincial Social Welfare Office	Bindura
Rakodzi High School	Mashonaland East
Roman Catholic Diocese of Gweru	Gweru
Ruware Primary School	Marondera
S.D.C. Gutu Mission C.P.S	Gutu
S.P.S.	Bindura
Sanyati Primary School	Sanyati
School Development Committees	Guruve
School Heads	Zaka
Schools Psychological Services	Masvingo
Schools Psychological Services	Gwanda
Secondary School Heads in Chiredzi (Nash)	Chiredzi
Secondary School Heads, Bulilimangwe	Plumtree
Seke Teachers	Chitungwiza
Shopo Primary School	Mazowe

Solusi University	Bulawayo
Specialist Teachers	Gweru
St Albert's High School	Mt Darwin
St Christopher School	Gwanda
St Francis School	Bulawayo
St Simon Zhara	Masvingo
Staff Mount View Training Centre	Mashonaland East
Staff Ruware Primary School	Marondera
Takunda (Sangwe) Secondary School	Chiredzi
The Farm Community Trust of Zimbabwe	Harare
Secretary for Education, Sport and Culture	Harare
Theological College of Zimbabwe	Harare
Tongogara Rural District Council	Shurugwi
Tshivenda Language Committee	Gwanda
Tsungai Primary School	Sanyati
Tsungai Secondary School	Sanyati
University College of Distance Education	Bindura
UZ, Department of Mathematics	Harare
Urban Councils Association of Zimbabwe	Harare
Vengere Primary School	Rusape
Vhembe High School	Beitbridge
Vhembe Secondary School	Beitbridge
Vurasha Secondary School	Midlands
Vurombo Primary School	Masvingo
Vutsanana Schools Cluster	Mberengwa
Z.A.N.A.	Harare
Z.F.U. Chikomba District	Chivhu
Z.I.W.U	Harare
Z.W.W.	Harare
Zezeni Secondary School	Matebeleland South
Zimbabwe Association of the Visually Handicapped	
Zimbabwe Book Publishers Association	Harare

Zimbabwe National Association for Distance and Open Learning	Harare
Zimbabwe National Liberation War Veterans Association	Chinhoyi
Zimbabwe Parents of Handicapped Children Association	Harare
Zimbabwe Secondary School Teachers' Association	Harare
Zimbabwe Teachers' Association	Harare
ZIMFEP, Education Division	Harare
Zunga School	Masvingo

## APPENDIX G

### 1.0 WORKSHOP PAPERS

#### 1.1 WORKSHOP ON SPECIAL NEEDS EDUCATION, THE JAMESON HOTEL, HARARE, 5-6 MAY 1999

**Special Considerations for Children with Special Needs in Rural Areas**  
by Dube S (Mrs), Schools Psychological Services, Gwanda

**Sign Language in the National Language Policy** by A.R. Gwitimah,  
Senior Lecturer, United College of Education, Bulawayo

**Supporting Parents in Early Development of Deaf and Hard of Hearing Children** by Dr Maria Chiswanda, Harare

**Teacher Training Needs for Meaningful Inclusion** by A.G.Q. Bhebe,  
Senior Lecturer, United College of Education, Bulawayo

**Making Inclusive Education Work in Zimbabwe** by Dr Glorify Mavhundukure, Senior Lecturer, Mkoba, Gweru

**Report on Schools Psychological Services and Special Needs Education**  
by K.R.L. Nyanungo, Ministry of Education, Sport and Culture

### 2 BRITISH COUNCIL SPONSORED WORKSHOPS:

#### 2.1 EDUCATION FOR EMPLOYMENT IN THE 21<sup>ST</sup> CENTURY

**The crucial link from schools to employment**  
Keynote Address by Mr Eric Bloch, H and E Bloch and Company Planning,  
prescription and partnership

**Planning, Prescription and Partnership**

The Role of Government in English Education and Training by John Hedger  
CB, Director of Operations, Department for Education and Employment

**The Role of Government in the Education Service**

Zimbabwean experiences in secondary education in recent years by  
Mr Stephen Chifunyise, Permanent Secretary, Ministry of Education, Sport  
and Culture

**Secondary Education and Vocational Training in Britain**

By David Smith FRSA, Head Teacher of Greenacre School, Kent

**Secondary Education and Vocational Training in Zimbabwe**

By N Munetsi, Deputy Director, Technical and Vocational Education,  
Ministry of Higher Education and Technology

**Further Education and Training for the 21<sup>st</sup> Century**

By Colin Flint OBE, Principal, Solihull College, UK

**The Organisation and Funding of Tertiary Education in Zimbabwe**

By Dr Michael Mambo, Permanent Secretary, Ministry of Higher Education  
and Technology

**Engaging the Business Sector in Zimbabwe** By Danny Meyer, Managing  
Director, Surgimed

**Final Recommendations to the Presidential Commission of Enquiry into  
Education and Training**

**Next Steps** by Dr Nziramasanga, Chairman of Presidential Commission of  
Enquiry into Education and Training

**The Provision of Education for Human Rights and Democracy in**

Zimbabwean Secondary Schools; January, 1998

## 2.2 CREATING WEALTH THROUGH SCIENCE

**UK Competitiveness and Industry-academic Links** by Dr Jeremy Howells,  
Policy Research in Engineering, Science and Technology

**The Zimbabwean Scenario – Experiences and Expectations: The NUST Experience** by Felix Moyo, Industrial Liaison Officer, National University of Science and Technology

**The UZ Experience** by Dr Witmore Mujaji, Chairman, Department of Chemical Pathology, University of Zimbabwe

**The SIRDC Experience** by Dr Fortune Mhlanga, Director, Institute of Informatics and Electronics, SIRDC

**The entrepreneurial university: the role of universities in industrial development. An overview of British industry and Higher Education** by Dr Malcolm Parry, Director, The Surrey Research Park, University of Surrey, UK

**The role and funding of research in relation to industrial development An overview of Zimbabwean industry and Higher Education** by Dr Michael Mambo, Permanent Secretary, Ministry of Higher Education and Technology

**Identifying academic knowledge and company needs: technology transfer programmes** by Helen Human, Manager, The Teaching Company Scheme Centre, Loughborough University

**The Commercialisation of Research and Intellectual Property Rights- the UK Experience** by James Rogers, Lawyer, Manches & Co

**The Commercialisation of Research and Intellectual Property Rights-The Zimbabwe Experience** by Edward Munaiwa, Acting Controller, Patents, Trademarks and Industrial Designs Office, Ministry of Justice

**Innovation and Incubation** by Dr Malcolm Parry, Director, The Surrey Research Park, University of Surrey

**Financing innovation** by Jefta Mugweni, Chief Executive, Leasing Company of Zimbabwe

**Science Parks, Technology Institutions and Supporting Organisations: Preparing Young People for Innovation** by Peter Russell, Chairman, United Kingdom Science Parks Association, and Director, Brunel University Science Park

3. **WORKSHOP ON THE CAPACITY STUDY OF THE MINISTRY OF EDUCATION, SPORT AND CULTURE, NEW AMBASSADOR HOTEL, NOVEMBER 1998, BY DELLOITTE AND TOUCHE**

4. **International Roundtable on the Presidential Commission on Education and Training in Zimbabwe, GOZ and UN Country Team for Zimbabwe and UNESCO, 9 – 10 March, 1998**

5. **Roundtable Meeting with the Environmental Liaison Forum, UNESCO Sub-Regional Offices, 16 March 1999-06-24**

6. **Training Workshop on Environmental Education, Mazvikadei, Banket, 1999**

7. **Workshop Paper on Research and Scientific Development in a Liberalised Environment. The Technological Challenge for Education and Training Policy in Zimbabwe**, by Prof. Chetsanga C.J., Director General, Scientific and Industrial Research and Development Centre, Harare, 1999

8 **WORKSHOPS AND ROUNDTABLES BY GBL CONSULT**

8.1 **ROUNDTABLES: CHURCH ORGANISATIONS AND NON GOVERNMENTAL ORGANISATIONS**

Striving for a Development Oriented Education And Training System For A 21<sup>st</sup> Century Zimbabwe , Unesco Sub-Regional Offices, Newlands, Harare,



1999

The Philosophy and Values of Education and Training in Zimbabwe: The concerns of NGOs and Churches

Special Education and Training in Zimbabwe and Disadvantaged Groups

The Gender Dimensions of Education and Training

The Challenge of Globalisation and an Information Based Society: What would be the Role of Education and Training in this context?

The Implications of Decentralising Education and Training  
Synthesis

8.2 Commerce and Industry: Towards a Shared Responsibility: The future role of Industry and Commerce in Education and Training, UNESCO Sub-Regional Office, Newlands, Harare, 1999: Need for Programme

8.3 WORKSHOPS: CHURCHES AND NON GOVERNMENTAL ORGANISATIONS.

Striving for a Development Oriented Education and Training System for 21<sup>st</sup> Century Zimbabwe, Holiday Inn Crown Plaza, Harare, 1999: Need for Papers Presented

What Should Be The Philosophy Of Education And Training In Zimbabwe?  
Professor G Kahari, Director, National Gallery Of Zimbabwe

Civic Education And Training For Survival: Towards Sustainable Rural Development. C.G. Mararike, Sociology Department, UZ

The Gender Dimensions Of Education And Training In Zimbabwe:  
Mrs R. Kwaramba, Director – Musasa Project

The Shortcomings Of Special Education And Training In Zimbabwe:

Prospects For Reform. Mrs K R L Nyanungo – Schools Psychological Services, Ministry Of Education

Mass Communication and Globalisation: Implications for training.  
Dr G. Chada, Chief Executive, Mass Media Trust

Views And Reflections: Decentralisation Of Education And Training In Zimbabwe. Fr W Nyatsanza, Head Of Christian Denominations

Closing Remarks: Minister of Education, Sport and Culture :  
Mr Gabriel Machinga

#### 8.4 INDUSTRY AND COMMERCE:

TOWARDS A SHARED RESPONSIBILITY: THE FUTURE ROLE OF INDUSTRY AND COMMERCE IN EDUCATION AND TRAINING, HOLIDAY INN CROWNE PLAZA, HARARE, 1999

Why is the involvement of Industry and Commerce critical for a sound education and training system? Professor E A Wright, Lecturer, University of Zimbabwe

Relevance Of Our Education And Training System Within The Zimbabwe Context: The Challenges To Industry And Commerce In A Globalising And Information Age 21<sup>st</sup> Century: Mr Nigel Chanakira, Chief Executive, Kingdom Securities

Labour Market Policy, Education and Training in Zimbabwe: What are the strategic issues for reform? Mr Lovemore Madhuku, Lecturer, Faculty of Law, UZ

The Need For A Future Synergy Between Education And Economic Reforms. Mr Danny Dube, Chief Executive, BARD Discount House

How can reforms in education and training benefit small-businesses?  
Mr John Makamure -- ZNCC

Research and Scientific Development in a liberalised environment.  
The technological challenge for Education and Training policy in Zimbabwe:  
Prof C J Chetsanga – Director SIRDC

Various ways of funding education and training: An Exploration of the ideal  
role of Industry and Commerce in Funding Education. What should be a  
national policy on funding education? Mr Gideon Gono, CBZ Chairman UZ  
Council

Closing Remarks: Minister of Higher Education and Training –  
Dr Ignatius Chombo

## 9. COMMISSIONED STUDIES

- 9.1 **Study of the Relevance of Education in Zimbabwe by the Japanese International Co-operation Agency (JICA), January, 1999.**
- 9.2 **National Vocational Training and Development: How to improve the Relevance of Technical Education and Training for Performing Economic Activities** sponsored by the German Technical Co-operation (GTZ), 1998.
- 9.3 **Mission Report on Examination of Technical and Business subjects at Technical College and Polytechnics Assessment Zimbabwe, 24 January - 2 February, 1999, by Jacques Thiery**
- 9.4 **Pryke R. Prof. Decentralisation**

## APPENDIX H

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