

# Innovation Africa

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## Education for Employment , Developing Skills for Vocation

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Zimbabwe



# MINISTRY OF EDUCATION, SPORT ARTS AND CULTURE



ZIMBABWE

**EDUCATION FOR EMPLOYMENT  
( DEVELOPING SKILLS FOR  
VOCATION IN ZIMBABWE)**

# INTRODUCTION

- The 1999 Presidential Commission of Inquiry into Education and Training thrust- From Education to Employment.
- The rapidly changing socio-economic environment globally brings in to focus the need to reform our education to prepare learners for the challenges of changing times and uncertain future through provision of diverse skills.
- People are born with diverse abilities and interests that have to be nurtured to pursue their vocation and nation building.
- Zimbabwe recognizes that vocationalisation in the education system will ensure the realisation of such inert talents in terms of skills acquisition.

# INTRODUCTION (Cont.)

This presentation highlights the extent of the provision of Technical and Vocational (Tec-Voc) Education for employment creation in Zimbabwe focussing on the following:

- Rationale for vocationalising the Zimbabwean curriculum;
- Current status of Tec-Voc education in Zimbabwe;
- Challenges in the implementation of Tec-Voc Education; and
- Strategies for strengthening the teaching and learning of education for employment in schools.

## VISION OF THE MINISTRY

Our vision is of a united, well educated, patriotic, balanced, competitive, self-reliant Zimbabwean with unhu/ubuntu.

## MISSION OF THE MINISTRY

To promote and facilitate the provision of a high quality inclusive and relevant Early Childhood Development (ECD), Primary, Secondary, Lifelong and continuing education, sport, arts and culture.

## RATIONALE FOR VOCATIONALISING THE EDUCATION SYSTEM

The 1999 Commission of Inquiry into Education and Training (CIET) recommended a secondary school curriculum with a strong vocational component to create employment. Hence vocationalisation is the way to go in our education system.

The rationale for providing the Technical and Vocational education in the Zimbabwean Schools apart from providing general academic education are to:

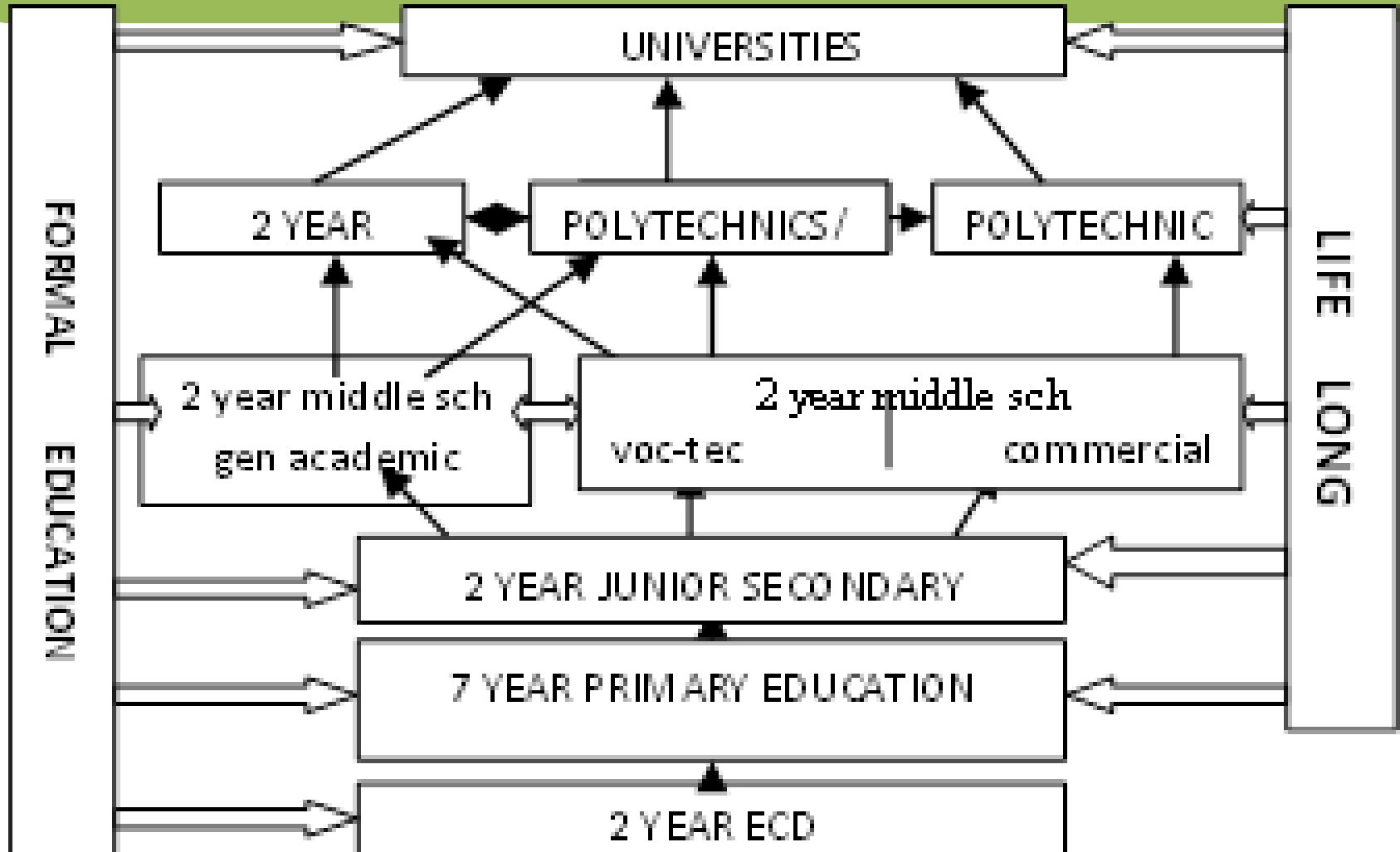
- Provide a curriculum with content responsive to business requirements and learner needs;



# RATIONALE FOR VOCATIONALISING THE EDUCATION SYSTEM (CONT'D)

- Produce students who can competently come up with technological designs to solve problems;
- Provide a wide range of Tec-Voc subjects from which students could choose;
- Link Tec-Voc Education courses to relevant Science and Engineering courses in tertiary institutions;
- link learners with economic activities around their school environment.

# STRUCTURE OF EDUCATION IN ZIMBABWE



# Current Status of Tec-Voc Education

- The 1999 CIET recommendation- vocationalise education to familiarise pupils with vocational and technical skills at Basic Education levels and lay the foundation for specialisation at post basic level.
- At ECD, the initial orientation towards TVE includes practices in Art and Craft, Music, Computers and Physical Education.
- The primary school curriculum consists of 13 subjects. Fifty ( 50%) percent of the subjects are practical ( pre-vocational) subjects and these are :
  - Environmental Science (Agriculture topics constitute 50% of the syllabus).
  - Music, Art and Craft, Physical Education, Home Economics and Computer Studies.

## Current Status of Tec-Voc Education(Cont.)

At junior level, the curriculum is broad based and there is no specialisation and students are expected to study at least two Tec-Voc subjects, one Business/Commercial subject and at least five compulsory academic subjects.

A wide range of Tec-Voc subjects are on offer and these include, among others:

- a) Agriculture,
- b) Art,
- c) Building Studies,

## Current Status of Tec-Voc Education(Cont.)

- c) Commerce
- d) Computer Studies
- e) Fashion and Fabrics
- f) Food and Nutrition
- g) Metalwork
- h) Music
- i) Woodwork
- j) Principles of Accounts.

## Current Status of Tec-Voc Education(Cont.)

- At Middle Secondary, which is Forms 3 and 4 ('O' Level), students are expected to be offered Technical and Vocational as well as Business/Commercial subjects in addition to the academic subjects.
- The following Technical and Business/Commercial subjects are offered and examined at the end of 'O' Level:

## Current Status of Tec-Voc Education(Cont.)

- a) Agriculture
- b) Building Studies
- c) Fashion and Fabrics
- d) Food and Nutrition
- e) Home management
- f) Metalwork
- g) Technical Graphics
- h) Woodwork
- i) Business Studies
- j) Commerce
- k) Principles of Accounts
- l) Computer Studies
- m) Economics
- n) Art and Music

## Current Status of Tec-Voc Education(Cont.)

- The vocational subjects which are offered as single subject courses are examined by the Higher Education Examinations Council ( HEXCO) leading to the National Foundation Certificate ( NFC) qualification. The subjects on offer fall under the following categories:
  - a) Applied Arts
  - b) Automotive Engineering
  - c) Building Construction and Allied Trades
  - d) Computer Studies



## Current Status of Tec-Voc Education(Cont.)

- e) Electrical Engineering
- f) Hotel Catering and Tourism
- g) Mechanical Engineering
- h) Science and Technology
- i) Secretarial Studies
- j) Performing Arts

# Current Status of Tec-Voc Education(Cont.)

At advanced level students are expected to study three subjects whose combination could be from the Sciences, humanities, Business/ Commercial and Technical subjects.

The Technical Subjects include the following:

- Agriculture
- Art and Design
- Clothing and Textiles
- Drama
- Food Science
- Geometric and Mechanical Drawing

# Rationalisation of Tec-Voc Education

In addition to Zimbabwe School Examinations Council (ZimSEC) practical subjects offered at both primary and secondary levels, the rationalisation of Technical and Vocational Education and Training in 1990 by the Ministry of Higher and Tertiary Education (MoHTE), has seen some secondary schools that have the capacity, offering the Technical and Vocational courses at National Foundation Courses (NFC) level designed by the Higher Education Examination Council (HEXCO).

## Rationalisation of Tec-Voc Education (Cont'd)

The rationalisation of the Technical and Vocational Education and Training system in Zimbabwe has resulted in the establishment of the following qualifications:

# LEVELS TVET QUALIFICATIONS

| Tvet Level | Entry Qualifications   | Target Group                                    | Expected Level Of Competence        | Duration  |
|------------|--|---|-------------------------------------|-----------|
| PVC        | Basic Numeracy and literacy  | Primary School Pupils and Adult Literacy Groups | Basic Operative Skills              |           |
| PVC        | Grade Seven  | Junior Secondary Pupils                         | Basic Operative Skills              |           |
| NFC        | Junior Secondary or at Least Two years Secondary   | Middle Secondary School students                | Basic Productive Skills             | 1-2 Years |
| NC         | At least 'O' Level or NFC subjects plus a complementary number of at least Five 'O' Level subjects | School Leavers                                  | Craftsmen in the Engineering Trades | 1-4 Years |

# LEVELS TVET QUALIFICATIONS (CONT'D)

| ND       | 'A' Level or a relevant NC | Skilled personnel who wishes to advance                  | Technician                     | 2 <sup>1/2</sup> - 3 years |
|----------|----------------------------|--|--------------------------------|----------------------------|
| HND      | ND                         | Advancing Technicians                                    | Technologist                   | 1 <sup>1/2</sup> – 2 Years |
| B. Tech. | HND                        | HND Holders to become degreed                            | Production Engineers           | 2 years +                  |
| M. Tech. | B. Tech.                   | Engineers to become Production Managers                  |                                |                            |
| D. Tech  | M .Tech.                   | Production Engineers going into Research and Development | Research Development Engineers | 2 years +                  |

## EDUCATION FOR EMPLOYMENT IMPLEMENTATION CHALLENGES

Despite the efforts being made to promote vocational education in Zimbabwe, the system is faced with a number of challenges which include:

- Lack of adequate resources (material and financial);
- Lack of up-to-date equipment in school;
- Quality of teacher and current professional needs; and
- High staff turnover because they are marketable within and outside the country.

## STRATEGIES FOR STRENGTHENING TECHNICAL AND VOCATIONAL EDUCATION

- Implementation of the Two-Pathway Education Structure which is skills-based;
- Establishment of District TVE model Centres;
- Provision of Equipment to schools;
- Staff development;
- School on the Shop floor;
- Curriculum Development and review;
- Science and Technology research projects;
- Involvement in exchange programmes;
- Parental involvement.



# CONCLUSION

In Zimbabwe, Vocational and Technical Education has become a vital mode of education delivery from primary to tertiary institutions. The intention is to come up with an education system that mitigates poverty through enhancement of employment creation. A well designed Technical and Vocational Education will in deed be education for employment.

Nonetheless, the high cost involved in its implementation demands that Government and other stakeholders, in a win-win situation, pull resources together to fund its effective operation to bridge the disconnect between education and employment.

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**I THANK YOU !!**