

# Globalisation Qualifications and Livelihoods



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## Report Number 17

Shifts in the Qualifications Structure of  
Zimbabwe following Economic  
Liberalisation

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## **Preface**

This research report is one of a series completed within the DFID-funded research project 'Globalisation, Qualifications, Livelihoods and Youth'. The research examines the impact of globalisation on livelihoods, education and qualifications, and on the aspirations of youth for education, qualifications and livelihoods.

The research arises from the need to monitor the impact of globalisation – operationalised via policies of economic liberalisation – on the access of the poorest social groups to livelihoods, education and qualifications in different country contexts. Economic liberalisation is changing the nature of the livelihood structure and the economic demand for skills and qualifications. It is also changing the types of educational and qualifications provision within specific national settings. These in turn impact on the aspirations of youth for livelihoods, education and qualifications. The realisation of those aspirations is increasingly conditioned by the ability to pay, as policies of economic liberalisation encourage private sector, market driven provision, especially at the post-primary level. This research explores the impacts of economic liberalisation on the structure and volume of livelihoods, education and qualifications on the one hand, and on the aspirations of youth, on the other. In particular it seeks to explore differential impacts of economic liberalisation on members of different social groups.

The fieldwork has been undertaken mainly in Sri Lanka and Zimbabwe. A smaller study was undertaken in Zhejiang Province, China. And a study of UK suppliers of qualifications to Sri Lanka and Zimbabwe was undertaken to explore the interdependent, cross border nature of qualifications supply.

Research Report no 17, by Charles Nherera examines shifts in the qualifications structure of Zimbabwe following the policies of economic liberalisation introduced from 1990. Because of the focus on impact and change the study necessarily examines the qualifications structure in the period prior to liberalisation. This study is based mainly on analyses of secondary sources and interviews.

This research was supported by DFID. The views expressed are those of the author and do not necessarily represent DFID's own policies or views. Any discussion of the content should be addressed to the author via the email address listed below.

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## Contents

Tables	ii
Shifts in the Qualifications Structure of Zimbabwe Following Economic Liberalisation	3
1 Introduction	3
2 Research Question	3
2.1 Hypotheses	3
2.2 Discussion	4
2.2.1 An Increase in the Volume and Type of Vocational Qualifications (including professional, technical and vocational qualifications i.e. qualifications oriented towards job acquisition and or job performance) Offered By Foreign Qualification Bodies	5
2.2.2 Increase In The Number Of 'Partnerships' Between Foreign And Domestic Qualification Bodies At Tertiary Level	7
2.2.3 Decrease In 'Partnerships' Between Foreign And Domestic Qualification Bodies/Institutions At Primary And Secondary	8
2.2.4 Increase In The Volume And Type Of National Domestic Qualifications	9
2.2.5 Increase In The Numbers Of Entrants To And Graduates From Foreign And National Vocational Qualifications Assessment	12
2.2.6 Increase in the Volume and Type of Academic Qualifications Offered By Foreign Based Qualification Bodies At The Tertiary Level	12
2.2.7 Increase in the Volume of Entries To International Or Metropolitan-Based Academic Qualification Bodies	13
2.2.8 Increase in Demand for Qualifications in ICT, Management, Technology and Accountancy and By Employers	14
3 Conclusions	15
Bibliography	15
<b>Annex</b>	<b>Error! Bookmark not defined.</b>
<b>Globalisation, Qualifications and Livelihoods Project Research Report Series</b>	<b>Error! Bookmark not defined.</b>
Other published output from the GQL project	<b>Error! Bookmark not defined.</b>

## Tables

Table 1: Apprentices Enrolled At Technical Colleges Between 1986 (pre-liberalisation period) and 1990 (post-liberalisation period)	9
Table 2: Enrolment At Major Tertiary Institutions By Gender 1990 - 1997	10
Table 3: University Enrolments By Area of Study and Gender During the Period 1995 to 1997	11
Table 4: Zimbabweans Approved For Scholarships To Train Abroad During the Period 1981-1996	13

## Shifts in the Qualifications Structure of Zimbabwe Following Economic Liberalisation

### 1 Introduction

Human resource development is one of the key post-independence reform policies embarked on by the Government of Zimbabwe (GOZ). The importance attached to education and training is confirmed by the persistently high proportion of the national budget allocated to this sector since the attainment of political independence in 1980. The Government has justified the high allocation on the basis that it is an investment in human capital, which is expected to yield benefits to both individuals and the country. However, such benefits have been shrouded by the harsh economic climate that has prevailed for a greater part of the last two decades. The economy worsened after the adoption of the Economic Structural Adjustment Programmes (ESAP) and the subsequent imposition of economic sanctions by some Western countries opposed to the Land Reform Programme adopted in 2002. Local working conditions have been negatively affected by the persistently harsh economic climate. As the negative impact of Globalisation increasingly took effect, a high number of professionals and other qualified people left the country to seek employment opportunities in countries with stronger economies, thereby further undermining the country's investment in human capital. The increased interconnectivity and supra-territoriality that has become the hallmark of Globalisation have made it easier for people to seek livelihood opportunities in other countries.

Economic liberalisation policies advocated through ESAP have tended to focus on profitability and interests of a minute elite, without due regard to social factors that affect the majority of the population. They have in the process resulted in more poverty for most households. Emphasis on economic efficiency and profitability has tended to overshadow the need to eradicate poverty and improve the quality of lives for the majority of the population. Although the effects of Globalisation have touched almost every person and locale in today's world, its benefits have spread unevenly, being most concentrated among propertied and professional classes; in the North, in towns, and among younger generations (Scholte, 2000). Faced with these challenges, most people have responded by clamouring for more education and training to empower themselves and escape the poverty trap that has emerged from the depressed economic climate. While economic liberalisation, has affected the livelihood, educational, and qualification structures in Zimbabwe, this report focuses on its impact on the qualification structure.

### 2 Research Question

Within the context of Globalisation and Economic Liberalisation, the current report addresses the question: What has been the shift in the qualifications structure in Zimbabwe following economic liberalisation?

The analysis is based mainly on secondary data and the author's own observations of developments in the education and economic sectors.

#### 2.1 Hypotheses

A number of hypotheses were formulated to enable a systematic examination of the shifts in the qualification structure in the country before and after economic liberalisation. The hypotheses are based on the features that emerged to the author in his review of literature, as characteristics of economic liberalisation. The analysis takes into account the country's historical, socio-economic and political context. With regard to its impact on the qualifications structure, it is hypothesised that Economic Liberalisation has led to:

- I. an increase in the volume and type of vocational qualifications (including professional, technical and vocational qualifications i.e. qualifications oriented towards job acquisition and or job performance) offered by both local and foreign qualification bodies or institutions;
- II. an increase in the number of 'partnerships' between foreign and domestic qualification bodies / institutions especially at tertiary level;
- III. a decrease of 'partnerships' between foreign and domestic qualifications bodies / institutions at primary and secondary level;
- IV. an increase in the volume and type of national domestic qualifications;
- V. an increase in the numbers of entrance to and graduates from foreign and national vocational qualifications assessments;
- VI. an increase in the volume and type of academic qualifications offered by foreign based qualification bodies at the tertiary level;
- VII. an increase in the volume of entries to international or metropolitan-based academic qualification bodies;
- VIII. an increase in demand for qualifications in ICT, Management, Technology and Accountancy and by employers.

## *2.2 Discussion*

A review of literature from secondary sources reveals that Globalisation, through one of its major manifestations, economic liberalisation, has impacted on the country's economic and employment structures. This has had a ripple effect on the training systems, resulting in a shift in the qualifications structure of the country.



*2.2.1 An Increase in the Volume and Type of Vocational Qualifications (including professional, technical and vocational qualifications i.e. qualifications oriented towards job acquisition and or job performance) Offered By Foreign Qualification Bodies*

From a theoretical viewpoint, Globalisation compromises the national regulatory and policy framework of a country. Damme (2000), ascribes this to the increasingly international environment marked by the 'globalised' and 'internationalised' marketplace, with a higher mobility of skilled labour, an international arena of scientific research and academic personnel, as well as an international competition among universities and between universities and other institutions and companies. In this environment, institutions of higher learning find it more prudent to create partnerships, consortia and networks to strengthen their position in the global arena. The national regulatory framework is weakened if foreign providers operate under their own policy frameworks, which are different or contradictory to the local. Damme (2000) points out that Globalisation does not necessarily imply international standardisation and uniformity, irrespective of specific circumstances. From his viewpoint, there is need to balance the global and the local. After the adoption of economic liberalisation in Zimbabwe, there was an increase in the number of foreign qualifications offered locally. This was against a background of an increasing demand for more and new qualifications and dwindling resources. It meant therefore that, neither the private sector institutions nor Government could provide the necessary infrastructure, facilities and other resources needed to meet the acute demand for places for higher learning. At the same time, the potency of the so-called international qualifications was mounting as students were now looking globally, rather than just locally, in their search for higher qualifications. Since all sectors of the economy had been deregulated in line with liberalisation, international and virtual providers came into the fray with a variety of vocational, technological and professional courses that were in demand on the labour market. The advent of the Internet meant that courses could be accessed through distance learning electronically. The international providers were mainly profit-making organisations and therefore charged fees that were beyond the reach of the average families in Zimbabwe. It was mostly children from middle class families who could afford such courses. Many parents preferred their children to attend the private institutions, which they perceived to be more international and would therefore give their children more opportunities internationally. Parents with access to foreign currency through their own savings in foreign currency denominated accounts (FCAs) or through relatives working abroad particularly benefited. Youths sought higher qualifications, which they perceived as a means to secure jobs and therefore a gateway to economic and social security. The number of scholarships for students to study outside the country dwindled significantly as foreign exchange was in short supply and the support from foreign donors waned. It is not clear to what extent economic liberalisation might have contributed to a decrease in donor support for Zimbabwean students to study abroad. However, many donor communities withdrew their support after the country embarked on its Agrarian Reform, which has been strongly opposed by some Western countries. While disagreements on the land reform policies and political differences might explain the withdrawal of donor support in Zimbabwe, diminishing donor support for students to study overseas seems to have affected other African countries as well. Unlike the period in the 1970s and 1980s when international donors sponsored large numbers of African students to attend Universities abroad, the numbers have since dropped significantly since the end of the Cold War. Universities in the United Kingdom, for instance, seem to be taking more students from countries such as China, Japan, and other Asian and East European countries. The trend in the Western universities, since the end of the last Millennium seems to be the recruitment of students from Asian and East European countries, other developed countries and those from the newly industrialising countries. Damme, (2000) cites this trend as another manifestation of Globalisation.

The dwindling of grants and scholarships to train abroad resulted in more students seeking places to be trained locally. Both public and private institutions responded by increasing their enrolments and widening the range of courses in their curricula. The competitive environment created by the liberalised economy did not only put pressure on education and training institutions to diversify their curricula, but to also create partnerships with foreign qualification bodies. They offered technical / vocational (TECVOC) and commercial subjects which were deemed to meet the requirements of industry. Subjects such as Accountancy, Computer Studies, and Management of Business became more popular since such qualifications were in demand on the labour market.

Colleges and universities introduced or put a new emphasis on courses such as Computers Studies, Business Studies, Master of Business Administration (MBA) and others that were in demand in industry. Government opened the National University of Science and Technology in 1991 and the Chinhoyi University of Technology in 2001, in an effort to increase the country's technological capability. Personnel with technological and commercial qualifications were required by industry to meet the new challenges that were posed by the liberalised economy and the competition brought about by Globalisation. During the same period, the programme that had been set up by Government, to train Science and Mathematics teachers in Cuba was moved to Zimbabwe to establish the Bindura University of Science Education. Although the move had been envisaged at the onset, the shortage of foreign currency after the introduction of economic liberalisation meant that Government could no longer sustain the large number of students who were studying abroad.

Faced with the increasing number of graduates failing to secure employment in the liberalised formal employment sector, universities and colleges had to focus on creating entrepreneurs rather than job seekers. This entailed a change in the way their training was conducted and offering courses that enabled graduates to set up their own business enterprises. For instance, the Chinhoyi University of Technology introduced courses such as Production Engineering, Hospitality and Tourism, International Marketing, Retail Management, Irrigation Engineering, Food Science and Post-Harvest Technology, which became popular because of their emphasis on entrepreneurship.

Contrary to the view of the proponents of economic liberalisation, the volume and type of vocational qualifications offered by foreign qualification bodies was lower than it was before economic liberalisation. This could be due to the fact that economic liberalisation came at a time when Zimbabwe was embarking on its massive expansion of higher education, to absorb the large numbers of students coming from high schools. The successful expansion of primary and secondary education after Independence was already exerting pressure for places at tertiary level. At least four new state and three private universities were opened during the 1990s. This is in contrast to literature on Globalisation, which suggests that foreign providers are particularly attracted by the huge demand for places that cannot be met by the local providers. Because the majority of the institutions are state sponsored, it means therefore that more students from low socio-economic backgrounds have access to higher education than would be the case if most of them were private.

Also, since private providers from developed countries see expansion into overseas education and training markets as a business venture, they are unlikely to invest in situations where they may not be able to repatriate their earnings derived through fees and other charges. The foreign currency shortage and strict exchange control regulations therefore made the country a less viable marketplace for the foreign qualification providers. The following extract from one of the local papers in Zimbabwe, the Daily Mirror (2005) illustrates the focus of tertiary institutions since the adoption of liberalisation policies:

Ranche House is accredited as an examination centre for both local and overseas qualifications such as HEXCO, Pitman, City and Guilds, LCCI and ABMA. Training is also offered in Information Technology including ICDL. The college is increasingly drawing students from the region in particular Mozambique, Angola and the Democratic Republic of Congo, who after their language courses in English are able to proceed on training courses in the other departments. Ranche House is currently training officials from government departments in French and Portuguese for communication in their foreign posting assignments. The City and Guilds International awarded the college a certificate of recognition for the high standard of teaching and training which resulted in students receiving Medals of Excellence on the tourism programme against worldwide competition. (Daily Mirror, 11 January 2005)

Ranche House College is a government institution, which is offering both local and foreign qualifications. This is a common trend in the country, particularly since the deregulation of the education and training sector after the adoption of economic liberalisation. The foreign qualifications included here are Pitman, City and Guilds, London Chamber of Commerce and Industries (LCCI), Advanced Business Management and Administration (ABMA) and the International Computer Driving Licence (ICDL). It is interesting to note that students from Mozambique, Angola and the Democratic Republic of Congo, are also enrolled in English courses. The college is also training government officials in French and Portuguese to prepare them for foreign assignments.

### *2.2.2 Increase In The Number Of 'Partnerships' Between Foreign And Domestic Qualification Bodies At Tertiary Level*

This hypothesis is based on the fact that, Globalisation has tended to accentuate an appeal for international qualifications. In order to meet this demand that was accentuated after the introduction of ESAP with its inherent economic liberalisation policies, several colleges and universities in many developing countries embarked on trans-border franchising of entire courses (Scholte, 2000). In Zimbabwe, a local qualification body known as the Higher Examinations Council (HEXCO) was set up soon after Independence, to examine technical and vocational subjects, mainly at tertiary level. Even after the introduction of economic liberalisation, the majority of students at colleges and polytechnics continued to be examined through HEXCO. It is responsible for a wide range of courses leading to qualifications such as the National Foundation Certificate, the National Certificate (NC), the National Diploma (ND), and the Higher National Diploma (HND). As the qualification body responsible for all vocational training below university level, it also administered the National Foundation Certificate (NFC), which has been offered by some secondary schools as a vocational qualification alongside the 'O' and 'A' level examinations, since 1987.

Foreign qualification bodies such as the Pitman, the London Chamber of Commerce and Industries and the City and Guilds of London Institute offered their courses through schools and colleges directly and not in partnership with local qualification bodies. Examination fees for students wanting to write such examinations are collected through the schools and colleges and transmitted abroad in foreign currency to the qualification bodies. Parents have to source the foreign currency themselves if they want their children to sit for the examinations. For local qualifications, most colleges are affiliated to the University of Zimbabwe, which approves the syllabi and moderates examinations as well as accredit the candidates. The potential influx of international providers of education and training did not stop Government from continuing its expansion of higher education. Most of the expansion at this level actually took place after the liberalisation. Government put a new thrust into the expansion of higher education, to absorb the large numbers of school leavers that were coming out of the high schools. Higher education therefore expanded both quantitatively and qualitatively as more institutions were built, existing ones expanded, and curricula revamped and diversified. For example, district vocational training centres (VTCs) were provided, at least one in each of the country's 53 districts. VTCs offered vocational skills at National Certificate Level and targeted rural youths who had been neglected up to that time. They offered subjects such as Building, Carpentry, Metalwork and Tailoring. Graduates from VTCs were expected to start their own small-scale business enterprises at Rural Service Centres or Growth Points. These are former rural shopping centres, which had a few shops, grinding mills, clinics and other basic facilities.

At University level, there was no increase in the number of partnerships between local and foreign universities after the adoption of the liberalisation policies. Instead, there was a rapid expansion in the number of universities. In addition to the University of Zimbabwe, which had operated up to this period as the only one in the country, a host of other universities were established, bringing the total to the current thirteen. The University of Zimbabwe was already working in partnerships with several other universities around the world through various linkages which operated more closely at departmental and faculty levels, but were co-ordinated through its International Relations Committee. Universities which had linkages with the University of Zimbabwe were spread all over the world, in countries such as the United Kingdom, the United States of America, Canada, Germany, Belgium, Uganda, Zambia, and South Africa.

### *2.2.3 Decrease In 'Partnerships' Between Foreign And Domestic Qualification Bodies/Institutions At Primary And Secondary*

While partnerships were anticipated to increase between foreign and domestic qualification bodies and institutions at tertiary level, the opposite was expected at the primary and secondary school level. This is because by the time economic liberalisation was introduced, Zimbabwe was already in the process of localising its secondary school curriculum. Foreign qualification bodies, especially the Cambridge Examination Board had been responsible for the accreditation of secondary school pupils during the colonial era. After the attainment of political independence in 1980, the Government embarked on a process to correct colonial injustices. Emphasis was placed on increasing access and reviewing the education system in order to redress imbalances created during the colonial era. The Government immediately started the process to localise the 'O' and 'A' level secondary school certificates, which were being examined externally by the Cambridge Examinations Board. By localising 'O' and 'A' level examinations, school curricula would be reviewed and made more relevant and responsive to the new socio-economic and political environment. The Zimbabwe Schools Examinations Council (ZIMSEC) was set up to take over from the British based examination boards such as Cambridge. Realising the complexity of the process, ZIMSEC and Cambridge worked on a phased programme, to ensure a smooth transition. This would allow a gradual transfer of different subjects over a number of years. Cambridge Examinations Board assisted with the training of personnel from ZIMSEC. Even though Cambridge continued to be involved for a number of years that followed, its role in the processing of local examinations was diminishing as it was being phased out gradually.

In recent years however, many high-fee private schools have re-established foreign examinations at a time that the de-linking of the Cambridge 'O' and 'A' level examinations was almost complete. The Integrated General Certificate of Education (IGCSE), the Pitman, and the International Computer Driving License are some of the foreign qualifications that are being offered by the schools. This seems to arise from a perception that foreign qualifications are more internationally recognised than the local ZIMSEC examinations. This is in spite of the fact that the ZIMSEC examinations have continued to be accepted for entry to universities and colleges internationally, as confirmed by the large numbers of students who have left the country to pursue their studies abroad using these qualifications. As is the case with foreign courses offered at tertiary level, examination fees for these examinations are collected through the schools and transmitted abroad in foreign currency to the qualification bodies. The problem of sourcing foreign currency and its high cost due the low exchange rate of the local currency has limited the number of pupils who sit for the foreign examinations. It has also resulted in only children from higher socio-economic backgrounds, especially those with access to foreign currency through members of family working abroad, entering the examinations.

#### 2.2.4 Increase In The Volume And Type Of National Domestic Qualifications

Zimbabwe's focus on human resource development after Independence was already evident from the number of institutions established and the range of qualifications that were on offer by 1990. A new initiative that sought to vocationalise secondary education was launched through the 1986 Education Plan. At the end of Form 2, pupils who were academically inclined would follow the academic line but nevertheless take at least one technical subject. Those who were technically inclined would pursue practical subjects while at the same time taking some academic subjects. Nevertheless, all pupils would write the same papers in core academic areas at 'O' level. Subjects were to be offered in a way that would enable pupils to change from either academic or technical / vocational studies if they so wished. Pupils who took the National Foundation Certificate under HEXCO could go on to enrol for the National Certificate at Polytechnics and Technical Colleges. Since all pupils were required to take at least one technical subject under the 1986 Education Plan, it meant that even pupils from the academic streams would be technologically literate before completing secondary education. Schools were to be 'twinned' to factories and other industrial establishments in order to ensure that pupils acquired the necessary work experience as part of their secondary education.

In 1987 the Ministry of Education and Culture was split into the two the Ministries of Primary and Secondary Education, and the Ministry of Higher Education and Technology. Through its qualification authority, HEXCO (for colleges and polytechnics) and the National Council for Higher Education (for universities), the Ministry of Higher Education and Technology was charged with all training requirements in the country. However, besides getting approval at their initial establishment and public ones getting over 95 percent of their budget allocations through the Ministry, universities remained largely autonomous. Although examinations in vocational subjects were administered through HEXCO, they had to be approved by appropriate bodies in the industrial and commercial sectors with the hope that they would be recognised by employers. A wide range of courses was already being offered and enrolments were rising at tertiary level, even before the introduction of economic liberalisation. Table 1 illustrates the enrolment at technical colleges between 1986 and 1990.

**Table 1: Apprentices Enrolled At Technical Colleges Between 1986 (pre-liberalisation period) and 1990 (post-liberalisation period)**

TRADE	1986	1987	1988	1989	1990
Automotive Engineering	632	590	660	443	720
Civil Engineering	471	951	587	521	474

Electrical Engineering	698	998	801	574	718
Mechanical Engineering	822	322	1,422	1,207	886
Wood Technology	5	96	50	72	76
Printing and Graphic Arts	154	127	159	169	270
Science and Technology	673	458	729	825	794
Business and Secretarial Studies	2,747	2,783	6,191	6,901	4,333
Computer Studies	16	10	109	190	234
Library and Information Systems	64	27	113	102	109
Hotel and Catering	102	110	180	203	147
Co-operatives	0	0	0	66	0
Mass communication	32	79	159	100	109
Other (New courses)	0	0	0	0	575
<b>TOTAL</b>	<b>6,416</b>	<b>6,551</b>	<b>11,160</b>	<b>11,373</b>	<b>9,445</b>

Source: Second Five Year National Development Plan: 1991 – 1995 Note: These figures do not include those enrolled in private colleges.

After the introduction of ESAP, new skills were required to meet the human resource requirements of a liberalised economy. Technical and vocational training institutions were compelled to diversify their programmes to meet this demand. They did not only introduce new programmes in their curricula, but also increased their intakes as the numbers applying for places rose steadily. New disciplines in areas such as Hospitality and Tourism, Wood Technology, Rubber and Plastics Manufacture, Computers, and Textile Technology were introduced. Expansion was experienced in Managerial, Secretarial, Business Studies and other related courses in which the 108 registered private colleges were producing approximately 12,000 graduates annually by 1990 (ILO, 1992). Most of the courses in technical areas such as engineering were offered in Government institutions because of high capital outlays required to set them up. Private colleges tended to focus on areas that required relatively less expensive equipment, such as managerial and secretarial studies.

The range of courses on offer and the number of students that institutions could cater for were constrained by limited resources needed to provide the necessary infrastructure, equipment, and higher qualified staff. Table 2 illustrates the enrolment at major tertiary institutions for the first seven years after the adoption of economic liberalisation.

**Table 2: Enrolment At Major Tertiary Institutions By Gender 1990 - 1997**

YEAR	TEACHERS COLLEGES			TECHNICAL COLLEGES & POLYTECHNICS			Grant TOTAL
	Male	Female	Total	Male	Female	Total	
1990	9147	7032	16179	6541	2842	9383	25562
1991	8302	7108	15410	8626	3057	11683	27093
1992	8599	7349	15949	8793	3108	11901	27850
1993	8328	7563	15891	9336	3248	12584	28475
1994	8336	7876	16212	9671	3551	13222	29434
1995	7364	7377	14741	9747	3865	13612	28353
1996	8940	8822	17762	10405	4356	14761	32523
1997	9452	9449	18901	12094	5402	17496	36397

Source: Ministry of Higher Education and Technology – Statistics Unit

Enrolment increased for both males and females throughout the eight-year period following liberalisation. The expansion was mainly due to the Government's response to the phenomenal demand for higher education, exerted by large numbers of pupils who were leaving secondary education. Nevertheless, the pressures to attain higher qualifications intensified after liberalisation, contributing to the increase in demand for places in institutions of further and higher education. Table 3 illustrates university enrolments by area of study during the period 1995 to 1997.

**Table 3: University Enrolments By Area of Study and Gender During the Period 1995 to 1997**

Area of Study	1995			1996			1997		
	M	F	Total	M	F	Total	M	F	Total
Industrial Technology	66	1	67	908	56	964	851	53	904
Science	984	311	1295	1026	259	1285	956	378	1334
Agriculture	100	8	108	327	116	443	386	127	513
Computer Science	83	3	86	96	2	98	96	2	98
Accountancy	226	102	328	790	392	1182	781	427	1208
Medicine	614	316	930	677	391	1068	714	329	1043
Water Engineering	62	5	67	100	7	107	100	7	107
Home Economics	1	54	55	2	63	65	2	63	65
Law	192	82	274	152	101	253	154	89	243
Social Studies	829	403	1232	859	513	1372	878	583	1461
Veterinary Science	110	30	140	92	30	122	112	30	142
Education	511	271	782	3209	1414	4623	3026	1292	4318
Banking	53	20	73	63	16	79	63	16	79
Finance	94	21	115	107	21	128	107	21	128
Insurance	51	12	63	49	11	60	49	11	60
Arts	896	505	1401	933	531	1464	1001	611	1612
MIS Special	39	29	68	52	33	85	47	32	79
Business Management	597	267	864	137	39	176	137	39	176
Theology	100	8	108	84	12	96	83	11	94
<b>TOTAL</b>	<b>6597</b>	<b>2580</b>	<b>9177</b>	<b>9663</b>	<b>4007</b>	<b>13670</b>	<b>9543</b>	<b>4121</b>	<b>13664</b>

Source: Zimbabwe Country Report (1998)

The high expansion in areas such as Industrial Technology, Science, Accountancy, and Management Information Systems (MIS) was also due to the opening of new universities such as the National University of Science and Technology. The range of courses on offer has continued to rise as the demand for personnel with specialist knowledge in technological and commercial areas has increased.

### *2.2.5 Increase In The Numbers Of Entrants To And Graduates From Foreign And National Vocational Qualifications Assessment*

In order to meet the demands of a global competitive marketplace ushered in by liberalisation, both the industrial manufacturing and the commercial sectors found it necessary to revamp the quality of their workforce. Whereas they had previously preferred unskilled and semiskilled workers, they now preferred more highly qualified knowledge workers.

After the adoption of economic liberalisation, there was a move to return to foreign qualifications, particularly by private schools. Many private schools wanted to enter their children for the IGCSE, which is based in the United Kingdom. They argued that the IGCSE was more flexible and 'international' unlike the Zimbabwe Schools Examinations Council (ZIMSEC), which they perceived to be too rigid and localised. The IGCSE particularly appealed to parents because of the range of subjects it offered that included computers and commercial studies that were in demand on the labour market. It was especially popular among parents who wanted their children to go to South Africa or abroad for their higher education. In spite of the high costs and the fact that parents were expected to pay examination fees for their children in foreign currency, many parents whose children attended private schools preferred their children to be entered for the IGCSE.

The main appeal of this examination appears to be due to several other factors. Some parents from higher socio-economic backgrounds seem to prefer an exclusive education for their children. Since all children in Zimbabwe are supposed to sit for the local ZIMSEC examinations, they see this as a common examination that will not give their children an edge over their counterparts. Also, the seemingly vocational nature of the IGCSE and its international outlook make it a more attractive option. For instance, a lot of affluent parents, particularly among the White community, send their children abroad for their final years of secondary education so that they have an opportunity to either go on to higher education or secure employment in those countries. South Africa, the United Kingdom, the United States of America, Australia and Canada are very popular destinations for such children. The number of Black children from higher socio-economic, going to pursue their education abroad has been increasing in recent years.

It should be noted that the influx of international providers of education and training did not substitute Government provision. In fact, Government put a new thrust into the expansion of higher education, to absorb the large numbers of school leavers that were coming of the high schools. Higher education did not only grow quantitatively, but it also became more diverse.

### *2.2.6 Increase in the Volume and Type of Academic Qualifications Offered By Foreign Based Qualification Bodies At The Tertiary Level*

According to Damme (2002) one of the manifestations of globalisation is the emergence of a "borderless" higher education market. This is due to the worldwide increase in demand for higher education, the budgetary and capacity constraints of many nations to meet the this demand, and the opportunities created by new communication technologies and the Internet. This environment will lead to an expansion of the participation of for-profit organisations in the provision of higher educational services. Universities from developed countries reach out their educational provision to this international education market, by active recruitment of international fee-paying students. In Zimbabwe, there was no marked increase in the volume and type of academic qualifications offered by foreign-based qualification bodies at tertiary level during the post-liberalisation period. Instead, there was a massive expansion of the local higher education sector. The establishment of the Zimbabwe Open University (ZOU), for instance, reduced the number of candidates registering with foreign institutions such as the University of South Africa, which offered its programmes by distance. Within a short period after its establishment, enrolment figures at ZOU swelled to over 20,000 students pursuing mainly academic programmes by distance.



### 2.2.7 Increase in the Volume of Entries To International Or Metropolitan-Based Academic Qualification Bodies

No data sets could be identified to establish the magnitude of students registered with international or metropolitan based academic qualification bodies. This is mainly because the majority of people tend studying through such bodies make the arrangements individually and sponsor themselves. Institutions in South Africa, the United Kingdom and the United States of America have increasingly attracted Zimbabwean candidates in various courses at different levels. The City and Guilds of London Institute, the London Chamber of Commerce and Industries and Pittman (Typing, Bookkeeping, Computers) continue to attract large numbers of candidates because they are offered through institutions in Zimbabwe. Table 4 shows the number of scholarships that were approved for students to train abroad during the periods before (1980 to 1989) and after (1990 to 1996) economic liberalisation.

**Table 4: Zimbabweans Approved For Scholarships To Train Abroad During the Period 1981-1996**

YEAR	EUROPE		USA		AFRICA		ASIA		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
1980	35	4	19	2	13	5	10	2	90
1981	47	8	40	4	13	5	5	2	124
1982	95	21	83	14	12	6	6	3	240
1983	124	26	84	16	5	1	7	0	263
1984	150	34	36	11	25	4	11	3	274
1985	296	53	41	20	21	11	37	6	485
1986	185	22	34	11	7	3	23	1	286
1987	178	27	39	13	0	0	16	2	275
1988	83	16	24	3	2	3	7	2	140
1989	44	10	13	0	1	0	13	2	83
1990	16	6	8	4	3	0	12	8	57
1991	8	0	15	3	0	0	10	2	38
1992	28	6	5	2	24	16	8	11	100
1993	29	23	17	13	81	24	11	10	208
1994	21	10	9	3	52	25	23	15	158
1995	9	6	2	2	41	22	14	8	104
1996	2	2	0	0	1	0	23	12	40
TOTAL	1350	274	469	121	301	125	236	89	2965

Source: Ministry of Higher and Tertiary Education Statistics

Most of the scholarships were approved for studying in Europe, due to the funding arrangements that were available in those countries, through donors. These figures do not include a large number of students who sponsored themselves or had secured sponsorship for their studies privately.

### *2.2.8 Increase in Demand for Qualifications in ICT, Management, Technology and Accountancy and By Employers*

The capacity of tertiary institutions to provide training was well below the demand for such personnel in both the public and private sector and also within the region and abroad. For instance, while there were only 1,525 places for apprenticeship training in 1995, 26,425 applications were received. The Zimbabwe Country Report (1998) observes that a continuing shortage of managerial, scientific, medical, technological, and other forms of specialist personnel undermined the development of scientific and technological capability of the country. Surveys by the Ministry of Higher Education and Technology MOHET (1995) and the National Manpower Advisory Council NAMACO (1997) identified the following as shortage areas:

Management (notably finance, marketing, production, operations and engineering);

Computer Operating and Information Technology;

Engineering (civil, mechanical, electrical and agricultural);

Surveying;

Health (nurses, doctors, medical technologists)

Chefs for the hospitality industry; and

Technologists.

The shortage in these areas is attributed to several factors such as, inadequate training facilities, increasing number of people leaving the country to seek livelihoods abroad, the worsening HIV/AIDS epidemic.

Both the number of institutions and the capacity within each institution were inadequate. The costs of providing new or expanding existing institutions and equipment were prohibitively high for the private sector. With the opening up of the market to global players, the manufacturing sector had to put a new emphasis on research and development. Problem solving skills and adaptability were now prerequisites for employees. Industry and commerce as well as the public sector had to increase the proportion of highly skilled human resources in the workforce to achieve efficiency and productivity. It was no longer prudent for employers to hire technicians who could follow instructions. They now needed scientists and technologists, preferably with university degrees. Personnel managers of a sample of manufacturing companies in Harare and Bulawayo suggested that the technological changes they thought would take place within a period of five years would be to do with advancement in computers and communication technology, such as e.learning, e.commerce, telebanking, programming and computer science. The factors that they believed were influencing their business performance included risk-taking, management and leadership skills, innovation and product design.

Industries involved in manufacturing were faced with the need to replace their ageing manual, first generation manual machines with state of the art second generation computer aided design and manufacture (CAD-CAM) and numerically controlled (CNC) machines. Technicians who were familiar with the old manufacturing systems had either to be retrained or replaced. The general increase in the number of employees with various computer skills was critical to the survival of any company operating in the liberalised economy.

### 3 Conclusions

This study examined the shift in the qualifications structure in the country following the adoption of economic liberalisation. It focused on the changing nature of the demand and provision of education and training, resulting from the deregulation of the sector. The report reveals that through economic liberalisation, Globalisation has impacted on the economic and employment structures of Zimbabwe. This has in turn, affected the training systems, resulting in a shift in the qualifications structure of the country.

The report concludes that since the adoption of ESAP, there has been an increase in the volume and type of vocational qualifications offered by both local and foreign qualification bodies or institutions. This is ascribed to the increased demand for places that has made education and training a lucrative venture. As foreign qualification providers have intensified their efforts to penetrate local 'markets', there has been an increase in the number of 'partnerships' between foreign and domestic qualification bodies / institutions especially at tertiary level. The influx of foreign qualification bodies has led to an increase in the volume and type of academic qualifications offered by foreign-based qualification bodies at the tertiary level. However, this has not been the case at primary and secondary level, particularly after the localisation of the examination system through the establishment of the Zimbabwe Schools Examinations Council. While there has been an increase in the volume of foreign qualifications offered in the country and an increase in the volume of entries to international or metropolitan-based academic qualification bodies following economic liberalisation, there has also been an increase in the volume and type of national domestic qualifications. The report observes that foreign qualifications have tended to benefit mainly those from higher socio-economic backgrounds who can afford the relatively high fees charged, often in foreign currency. The demand for both local and international qualifications at tertiary level has been mainly in Information and Communications Technologies (ICT), Management, Technology and Accountancy in response to the demands by employers. It should be noted that while the massive expansion of tertiary education followed the introduction of economic liberalisation policies in Zimbabwe, Government had already embarked on a programme to expand higher education at both college and university level, following a similar expansion at primary and secondary school level in the 1980s. Nevertheless, ESAP seemed to fuel the demand for education and training as employers preferred personnel with higher qualifications, to meet the stiff competition for their goods and services on the global markets. Education and training therefore became lucrative business, attracting the participation of the private sector both within and outside the country. Foreign qualification bodies were especially attracted since local demand surpassed provision by both Government and the private sector due to lack of resources.

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