Institute of Social Studies

Graduate School of Development Studies

Higher Education and Labour Market Dynamics:
The Case of Zimbabwe

A Research Paper presented by

Nicholas Mangozho
(Zimbabwe)

In Partial Fulfillment of the Requirements for Obtaining the Degree of

MASTER OF ARTS IN DEVELOPMENT STUDIES
SPECIALISING IN EMPLOYMENT AND LABOUR STUDIES

Members of the Examining Committee

Dr. Irene van Staveren
Dr. Abbas Abdelkarim Ahmed

The Hague, December 2001

Enquires:

Postal Address:

Institute of Social Studies
P.O. Box 29776
2502 LT, The Hague
The Netherlands

Telephone : -31-70-4260460
Telefax: -31-70-4260799
e-mail: postmaster@iss.nl

Location:

Kortenaerkade 12
2518 AX, The Hague
The Netherlands

While no thoughts are exclusively for an individual, the shortcomings in this paper are exclusively mine.

Dedications

This research paper is dedicated to the following people;
Talent Muzambi, twin brother
Pardon M. Neusu, hearty brother

God Bless You All!!!

Acknowledgements

In my application letter for a scholarship to the ISS, I pointed out that "*In Zimbabwe, there is limited capacity and instruments to effectively, regularly and timely collect, process, and analyse and disseminate relevant and reliable labour market information, which is necessary to facilitate debate on issues of policy concern and to guide policy makers in decision making.*" I honestly think that I have been capacitated and this research paper is an epitome of the full realization of my objectives for coming to the ISS. My heartfelt thanks go the Dutch government and the ISS for granting me the scholarship and opportunity to pursue this program.

The process of carrying out this research was both stressful and challenging. I was however not alone in the struggle. Firstly, I would like to give full colours and tribute to my supervisor Dr. Irene Staveren. When it was announced that you were going to be my supervisor, I realized that I was going to be in safe hands. I owe this research paper to you and once again, thank you for being patient with me. Secondly, I would like to extend my special thanks to the ELS staff group, namely; Dr Freek Schiphorst, Dr Abbass Abdelkarim, Dr Haans Han, Professor Jan Breman, Richard Forest and of course Tanya Kingdon, the Program Administrator. The degree of professionalism that you displayed to me for the 15½ months that I have been here at ISS will remain in my memory for many more years to come. I was so privileged to be your student. God bless you and your families!!!

The trip to the ILO headquarters in Geneva, Switzerland, the last thing that I ever dreamt about, was well timed and came at a time when I was almost stuck and did not know how to proceed with the paper. To Freek, Irene and the rest of the organisers of the trip, and all the ILO Officials who spoke to us, formally and informally, I sincerely extend my heartfelt thanks to you for making the trip a success.

We were just like a family in the ELS class. We had so much to learn from each other just like everybody had so much to learn from us. Melonie Carrol, Angela Ogbomson, Karabo Sekantsi, my Tanzanian brother Emmanuel Kakuyu, Ha, A and the rest of the class. I salute you guys. Life will never be the same again after ISS. Hope we will meet again.

It would be very unfair on my part if I do not single out for mention, and say thank you very much to my colleagues at the Midlands State University, particularly, Mr. M.B Chundu, Mr. Tambudzai Zakari and Mr Chris Gwatidzo, who took their time to read my research design and to offer very invaluable comments on my preliminary research ideas. I benefited immensely from the discussions we had. To Dr Zhou, my former Labour Economics lecturer at the UZ, your comments on my initial research topic really helped to tone down my ambitions. Thank you so much for taking time from your busy schedule to read my research proposal and to e-mail me your comments. I did not have enough time to discuss my research proposal with you Dr Kanyenze, but all the same, thank you very much for the background economics papers that you made available to me.

To the Midlands State University, I have no words to express my gratefulness to you. You gave me hope when there seemed to be none. Once again, thank you for keeping my job and for taking care of my welfare over these 15 ½ months. I can't wait to come back and share with you the knowledge and experiences from The Netherlands. To mum (its unfortunate dad is no more), Shepherd, Simbarashe, Cosmas, Tinotenda and Tafadzwa, I am sure you will be able to appreciate why I had to leave you for a while. I promise to make up for the lost time.

TABLE OF CONTENTS

List of Tables, Figures and Boxes

Tables

Figures

Boxes

List of Abbreviations and Acronyms

CIS: Chartered Institute of Secretaries

CPTE: Council for Professional and Technical Education

CSO: Central Statistical Office

CZI: Confederation of Zimbabwe Industries

EDB: Economic Development Board

EMCOZ: Employer's Confederation of Zimbabwe Industries

ESAP: Economic Structural Adjustment Program

GDP: Gross Domestic Product

HCT: Human Capital Theory

HE: Higher Education

HEIs: Higher Education Institutions

HND: Higher National Diploma

HRD: Human Resources Development

HRP: Human Resources Planning

ICT: Information and Communication Technology

ILO: International Labour Organisation

ILO/SAMAT: International Labour Organisation/Southern African Multidisciplinary Advisory Team

IT: Information Technology

LMI: Labour Market Information

MOHET: Ministry of Higher Education and Technology

MRA: Manpower Requirements Approach

MYDGEC: Ministry of Youth, Development, Gender and Employment Creation

NAMACO: National Manpower Advisory Council

NCFHE: National Council for Higher Education

NGOs: Non-Governmental Organisations

NUST: National University of Science and Technology

PEAs: Private Employment Agencies

R&D: Research and Development

RRA: Rate of Return Approach

SAPs: Structural Adjustment Programs

SMEs: Small to Medium Scale Enterprises

TFOHES: Taskforce on Higher Education and Society

UCE: United College of Education

UNESCO: United Nations Education and Scientific Corporation

UZ: University of Zimbabwe

VTC: Vocational Technical Colleges/Centres

ZAAT: Zimbabwe Association of Accounting Technicians

ZANU PF: Zimbabwe African National Unity Patriotic Front

ZCTU Zimbabwe Congress of Trade Unions

ZIMDEF: Zimbabwe Manpower Development Fund

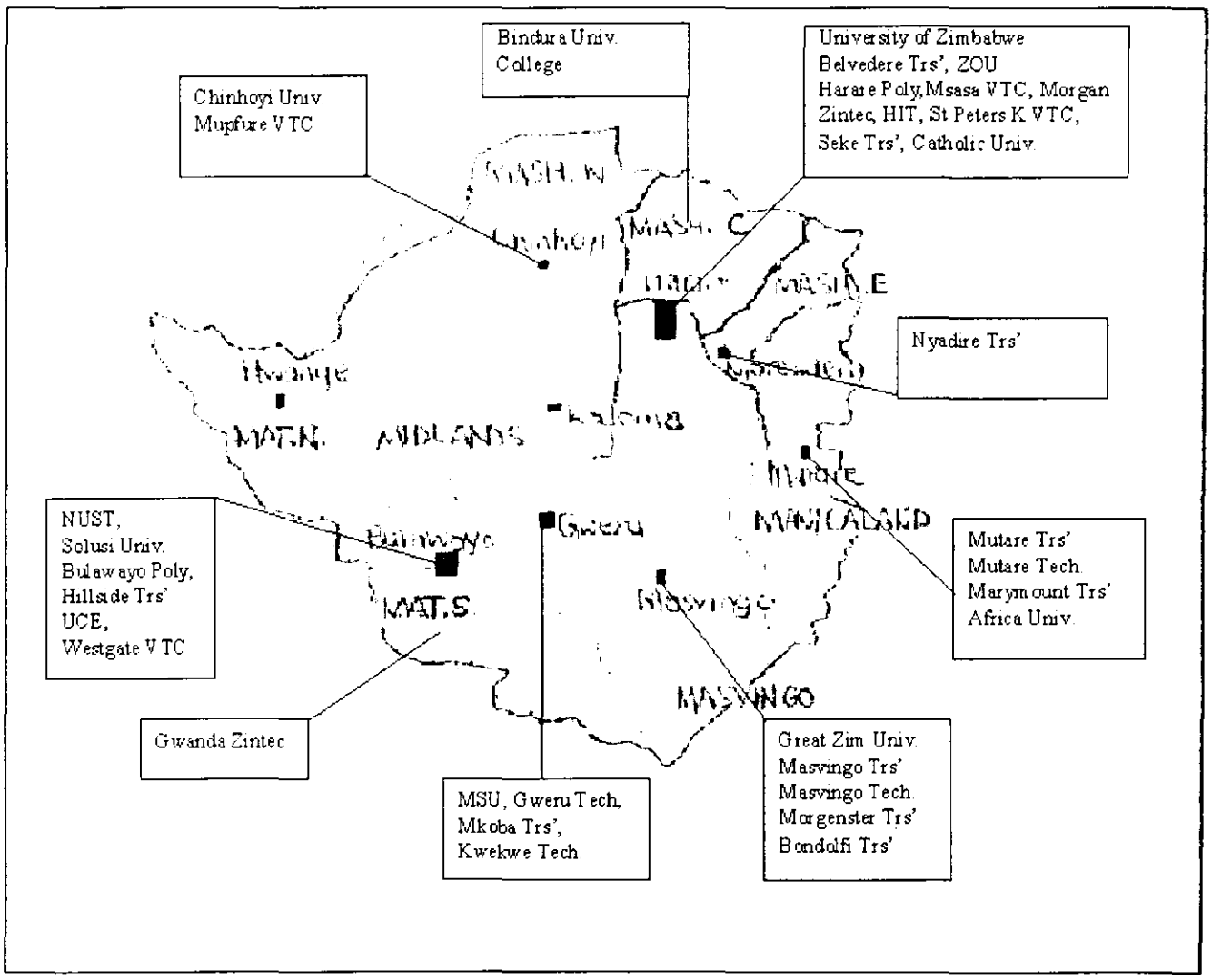
ZIMPREST: Zimbabwe Program for Economic and Social Transformation

ZNCC: Zimbabwe National Chamber of Commerce

ZOU: Zimbabwe Open University

Key Words: Higher Education, Zimbabwe, Labour Market, Quality of Education, Unemployment, Underemployment, Employability, Relevance of Education, Social Partnership, and Labour Market Signals.

LOCATION AND DISTRIBUTION OF TERTIARY INSTITUTIONS BY REGION 2001



MOHET 1997:p6

Note: Masvingo Teachers College is one of the three Teachers' colleges given university status under the current devolution policy. The other two are Gweru Teachers' College, now Midlands State University and Chinhoyi Technical College, now Chinhoyi University.

CHAPTER ONE (1)

Introduction and scope of the study

"Not only will higher education in the 21st century have to become relevant, but also that relevance will be judged primarily in terms of outputs..."(Gibbon M 1998:1).

1.1 Introduction

This study seeks to investigate a basic labour market problem of a system of education that is perceived as being inadequately connected/linked to the demands of the labour market. This is in light of the fact that while substantive progress has been made in most developing countries with regard to investment in human capital, the mismatches between education and training systems and the labour market are increasingly becoming worrisome and pose a serious national challenge. The focus is on Higher Education (HE), with particular reference to Zimbabwe, and the justification for the choice of HE is adequately explained in this chapter which serves basically as an introduction to the study.

The paper consists of five chapters, and the rest are organised as follows: Chapter two forms the conceptual and theoretical framework for the study. In this chapter the various theories and concepts that are of relevance to the study are defined and discussed. Chapter three reviews background literature on HE in Zimbabwe and presents an analysis of the labour market for graduates. Chapter four analyses the higher education-labour market relationship and concludes by presenting some policy challenges to HE reform in Zimbabwe. In Chapter five, the policy recommendations that come out of the study are discussed. This chapter also contains some suggestions for further research. These are areas closely connected to the topic, which the study failed to address because of time and space limitations.

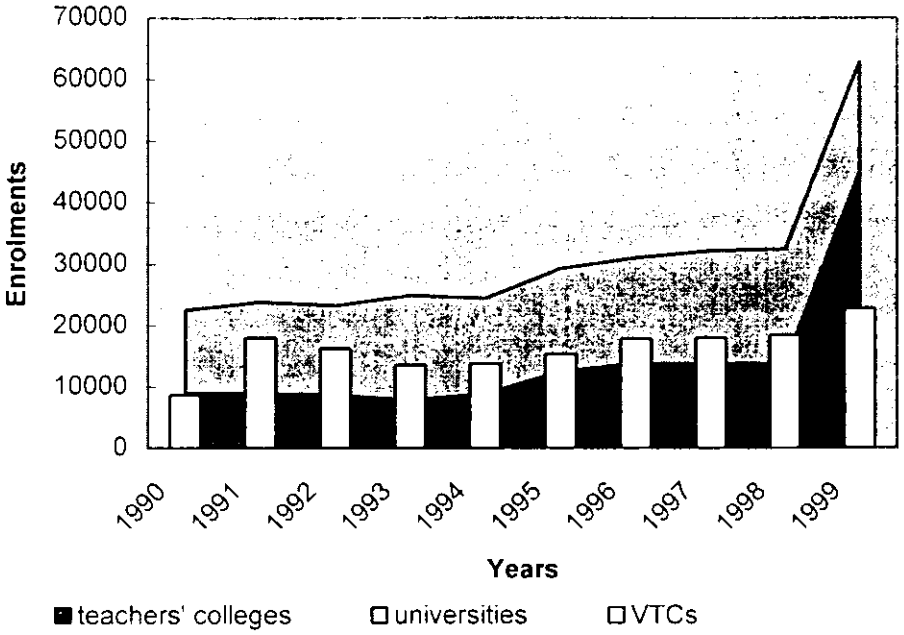
1.2 Background to Study

At independence in 1980, the new Zimbabwe government embarked on a massive program of educational expansion as a strategy to increase access to education for the majority of the populace, which suffered exclusion from the education system during the colonial era. This represented a policy shift from the traditional and exclusionary elitist system of education, which characterized the colonial era to one of mass production, analogous to the North American Model.[1]The direct impact of the massive expansion of primary and secondary education has been considerable massification of HE as more and more young persons graduated from the secondary schools.

Presently, Zimbabwe boasts of having a wide variety of Higher Education Institutions (HEIs), which offer training opportunities and programs of study leading to the award of certificates, diplomas and degrees in a wider range of fields. State Vocational and Technical Colleges (VTCs) increased from two in 1980 to ten in 1995 and to thirty in 1998. The current devolution policy has witnessed the conversion of a number of teachers' and technical colleges into degree granting institutions. Presently, there are nine fully-fledged universities [five public and four private], and two university colleges affiliated to the University of Zimbabwe. Plans to establish three more universities are also underway. The following graph represents tertiary enrolments in Zimbabwe between 1990 and 1999.

1 For a discussion of the North American Model refer to Diana Green (1994).

Figure 1: Tertiary Enrolments: 1990-1999



Figures obtained from (MOHET)- Statistics Unit

In 1990, for example, university enrolments were 9 017 because there was only one university. With the establishment of more universities between 1990 and 1999, enrolment rose steadily from 13 779 in 1998 to 45 000 in 1999. This marked increase between 1998 and 1999 is attributed to the establishment of the ZOU, which offers distance learning degree programs and has branches in all the provinces of the country.[2] For Teachers' Colleges, enrolments rose from 13 522 in 1990 to 17 945 in 1999, and similarly, for VTCs enrolments rose from 8 594 in 1990 to 22 789 in 1999. In numerical terms, this rapid expansion is actually a measure of success and going by such standard indicators of government commitment towards human capital investment efforts, one would actually say that Zimbabwe has done quite well.

However, it should be noted that "*it is not just the volume of investment in education that is important- the relevance of the education provided is a vital investment of its contribution to industrial development*"(ZCTU, 1996:57). And as Grubb and Ryan

2 Distance learning is still a relatively new concept in Zimbabwe and due to data limitations on its impact on the labour market, it will not be discussed in this study.

(1999:2) would put it. "*Building baseball diamonds or soccer fields does not in itself create great teams*".

1.3 Statement of the Problem

It is argued that the rapid expansion of the education system, particularly HE has not had a measurable payoff in terms of wider economic gains for the country as well as the majority of the graduates, especially in terms of their employability. Various criticisms have been raised regarding the relevance of HE in Zimbabwe to the changing labour market. It is argued that the system is still largely supply-driven and that it does not adequately prepare the graduates for employment. To quote Zimbabwe's First Three Year Medium Development Plan 1998-2000 (p88):

"*Although there has been a high level of output from the education system, the problem of skills shortages still exists. The skills shortage is being caused by the gap between the education curricula and private/public sector requirements. Thus the relevance of the education system to the work-place is critical to ensure that Zimbabwe has the skills to propel it to the future.*"

Relatively long periods of unemployment among the graduates is a common phenomenon in Zimbabwe, and when they eventually get employment, they increasingly find that they are not able to effectively utilize the skills acquired. To borrow Kanyenze's words; after reaching the highest level in the education pyramid, "*... their prospects may far less be glamorous than expected. They may find that their knowledge and skills are not appreciated in the labour market, as the relevance of much of their education and training is widely perceived as limited.*"[3] This has tended to create an atmosphere of disillusion and despair especially among the graduates, who often have very high employment expectations after college.

While the problem of unemployment and under-utilization of skills has been acknowledged, there has been little or no serious efforts to get feedback from

3 Kanyenze, G et al., 2000:24

employers about the latter's perceptions and views about educational programs offered by HEIs. It also seems that there is no proper understanding of the functioning of the labour market on the part of education planners. These problems are exacerbated by the current lack of proper linkages and co-ordination between industry and HE. It is against this background that this study is being undertaken.

1.4 Justification of Study

While HE is important as a catalyst for economic development, its role in this regard would certainly be limited if it increasingly results in unemployment and underemployment, and if it is not able to address the skill requirements of the economy in terms of producing a flexible workforce with transferable skills and the ability to adapt easily to the rapidly changing product market.

Recent trends in Zimbabwe show that the employment advantage of post-secondary graduates has been eroding. The situation is more serious, especially for first-time job-seekers fresh from college. This, coupled with the inadequate performance of the graduates on the job and the weak research output in HEIs, combine to bring the relevance of HE to public scrutiny. On the other hand *"the overwhelming profundity of globalisation and the resulting complexity and competitiveness in the labour market, coupled with the rapidity with which technology has been progressing places an indictment on higher education to rethink its role, mission and methodology especially in training and the world of work"* (UNESCO, 1998). The challenge for Zimbabwe at the present moment is to effectively mobilize resources to ensure that its HE plays a more meaningful role in economic development.

While economists attribute the high levels of unemployment and underemployment to mismanagement of underdeveloped nations and the failure of governments to implement sound macroeconomic policies, educationists cite the limited relevance of education and training systems to labour market demands. On the other hand, demographers believe it's a population explosion problem, which has resulted in

developing countries failing to absorb the products of their own education systems (Leonor M.D 1985, Kanyenze, G. 2000).[4]

However, for Zimbabwe, efforts to correct the problem of the depressed macroeconomic environment, which is believed to be the major cause of unemployment and underemployment, have been concentrated on measures to improve aggregate demand in the economy through the implementation of competition enhancing macro economic policy reforms.[5] Many people have attributed the "failure" of these economic reforms to lack of supportive and complementary policies, especially with reference to coherent HRD policies aimed at influencing the quality of the labour force and at the same time providing for effective linkages between industry and HE (ZCTU, 1996), hence the need to redirect efforts to improving the relevance of education to the needs of the economy.

The link between the education system and the labour market is an area that has largely been ignored by academic researchers in Zimbabwe. There is a general lack of literature on HE and the labour market in Zimbabwe. Past research has tended to concentrate on the quantitative rather than the qualitative aspect of employment, hence the need to carry out this study.

1.5 Objectives

This paper does not seek to judge the content of academic courses offered in HEIs. It is a careful study of the nexus between HE and the labour market. More specifically, this study intends to achieve the following objectives;

- To critically examine the relevance of HE in Zimbabwe to the labour market.
- To establish the importance of Labour Market Information (LMI) in HE planning and provision, and how HEIs can benefit from the collection and use of such information.

4 These three divergent views show clearly the complex nature of the education- employment relationship.

- To suggest strategies for intervention in terms of policies, institutions, etc to set up a demand driven system of HE.

1.6 Research Questions

(i) To what extent do HEIs make use of LMI in HE planning?

(ii) How responsive is the HE system in Zimbabwe to the needs of the labour market?

(iii) Where do the graduates go after graduation?

(iv) What LMI should be collected and who should be responsible for the collection of such information?

(v) What should be the ideal relationship between the state, the private sector and HEIs?

(vi) What lessons can be drawn from the experiences of other countries in relation to developing a demand-driven system of HE?

1.7 Research Methodology and Sources of Information

Primary as well as secondary data sources are used in this study. Books, articles, journals, published and unpublished papers and documents from the ISS Library, the Internet and other sources in and outside of The Netherlands formed important secondary data sources. A full reference list is presented at the end of the study. For primary data, interviews were conducted between 21/07/2001 and 16/08/2001 in Zimbabwe using structured and unstructured interview guides (see Annex 1)

Statistical data is analysed using statistical tools such as averages, percentages and ratios in Excel.

---

5 Such reforms largely included the (in) famous SAPs of the IMF/ WB, implemented as follows: Economic Structural Adjustment Program (ESAP)-1991-1995, Zimbabwe Economic Program for Economic and Social Transformation (ZIMPREST)- 1996-2000 and the Millennium Economic Recovery Plan 2000.

1.7 Limitations to Study

This study comes at a time when Zimbabwe is experiencing the worst forms of political, economic and social tension as a result of the economic crisis. The government is battling to "*...correct the wrongs of the past in a situation characterized by high expectations of the people on one hand, and unfavourable economic conditions on the other.*"[6] Conducting research on a policy environment characterized by political and economic instability is always fraught with difficulties. The current focus of attention is on immediate solutions to the country's economic woes. Investment in education is a long-term developmental strategy with a relatively long gestation period and because of this, people interested in short-term plans might not fully appreciate the significance of this study.

The researcher is fully aware of other problems of HE in Zimbabwe relating to access, equity and financing, institutional autonomy, the trade off between public expenditure on HE and other levels of education, government versus private sector spending in HE, and many others. However these problems will not be addressed in this study because of space and time limitations. Non-school factors like, family background and labour market segmentation have a strong bearing on individual employability. It is however not possible to discuss these here because of the same limitations cited above.

The relationship between HE and the labour market is such a complex one. Brennan, J.L et al (1993) refers to this relationship as the "HELM Relationship." The terms used in themselves, that is; relevance, responsiveness and quality are quite dynamic, multifaceted, highly subjective, and difficult to measure.

The research time frame, coupled with space limitations obviously imposes severe constraints on the scope of data collection and analysis. However, notwithstanding these limitations, it is hoped that the study would particularly make a valuable

6 Report of the Presidential Commission into Education and Training in Zimbabwe (1999:299) (hereinafter referred to as The Nziramasanga Report).

contribution to the policy debate on the development of effective linkages between HE and the labour market and to the existing body of literature on the subject.

CHAPTER TWO (2)
Theoretical and Conceptual Framework

"Human resources development both raises productivity and lowers reproductivity"(Streeten, P 1983).[7]

2.1 Introduction

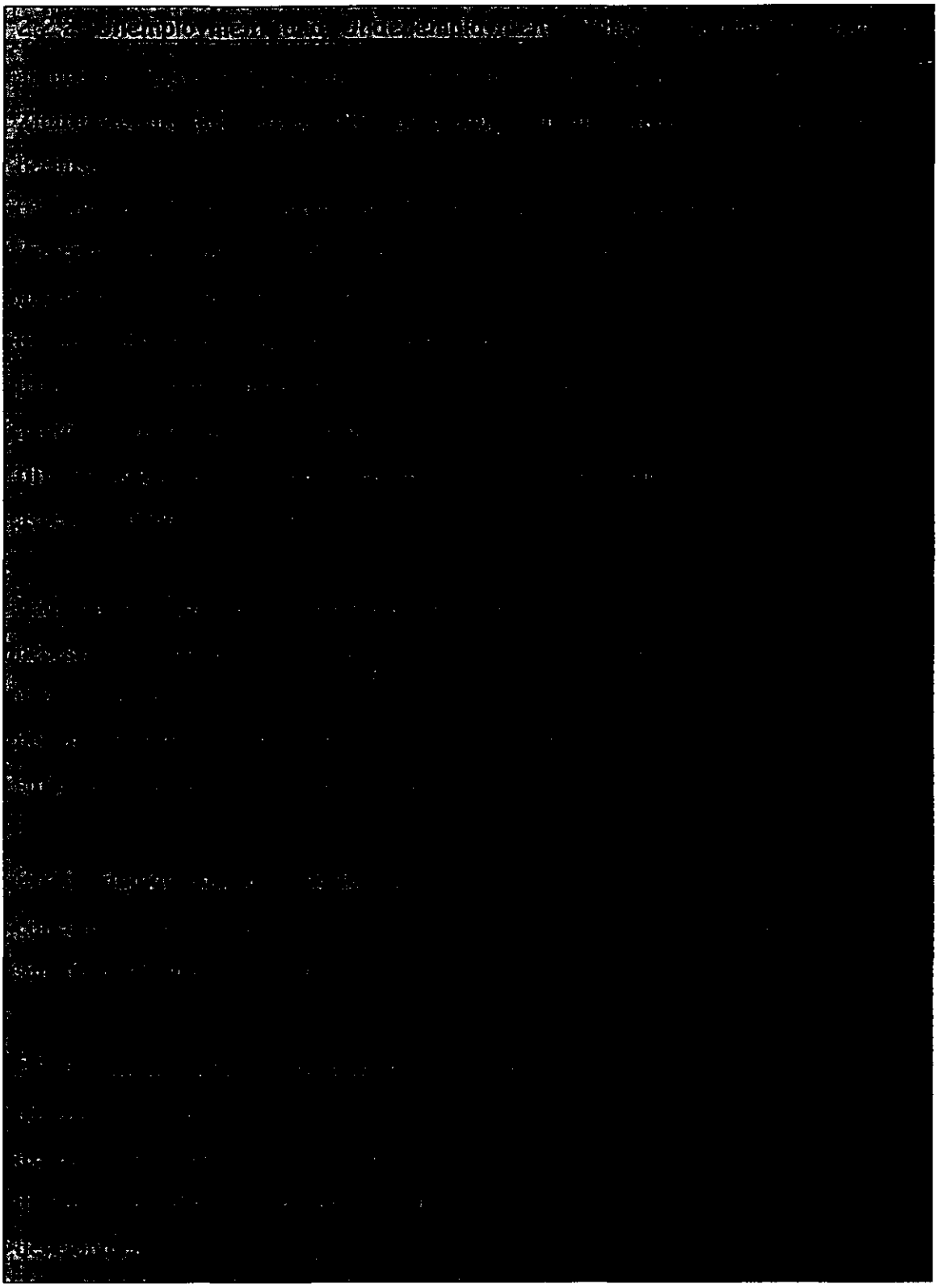
This chapter briefly discusses some important concepts made use of or implied in the study. The chapter also discusses the Human Capital Theory and its relationship to economic development in general and in the context of Zimbabwe, as well as human resources planning models. This chapter is important in that it provides the theoretical foundation upon which the subsequent discussion is based.

2.2 Definition of Terms

Box 1

7 As quoted in Corner, L. 1986:1

8 Interviews conducted at the MOHET revealed that apart from the tracer studies done by the UZ in 1993/4, and at NUST in 1996, no tracer studies were being conducted at HEIs (see appendix 1).



9 Figure calculated from 1999 Labour Force Survey.

2.3 Quality Indicators for Higher Education

Three indicators of quality in HE can be identified as follows;
(i) **Input indicators**- refers to resources applied in terms of human and financial, and student enrolments.

(ii) **Process indicators**- refers to the intensity or productivity of resource use. This includes student teacher ratios and contact hours.

(iii) **Output indicators**- relates to what has been achieved, that is; the outcome of the educational process. They indicate educational quality as determined by its effects on the labour market in terms of better employment opportunities for and earnings of the graduates (Cave, M.et al 1988).

While the above indicators are important in determining the overall quality of HE, this study is more concerned about quality as measured by output indicators.[10]

2.4 Human Capital Theory

The HCT is built on the intellectual foundations of neo-classical analysis of labour markets, education and economic growth. The premise of the HCT is that investment in human capital is associated with better skills, higher productivity, and enhanced human capacity to improve the quality of life (TFOHES, 2000:16). The HCT assumes that people are productive resources and that highly educated people are more productive than others (Brennan, J.L 1993:6).

More importantly, the HCT is a cost and benefit analysis of educational investment. Educational investment decisions are made when the expected returns (future income) and the non-monetary benefits (the utility of being educated) are perceived to be greater than the educational expenditure and the opportunity cost.

10 Though output indicators are rarely used because they are extremely demanding and because of the fear that they could be subjective, they can actually produce quite formidable results for planning purposes if they are properly used.

In the early days of its promulgation, the HCT was used to explain the economic rationale for individual investment in education, better health, nutrition, etc. (Corner, L 1986:3). The HCT has been refined from its micro perspective to a macro perspective over the years, and now it is applied in providing justification for public expenditure in education. The main argument is that investment in human capital complements investment in physical and technological innovation.

2.5 The Signaling/Screening Hypothesis

According to this hypothesis, at higher levels, education does not necessarily increase productivity but is used merely as a screening or filtering device. HE is seen as helping employers to "*...identify those individuals who have characteristics that are likely to make them more productive workers; or equivalently, it enables workers to make this known to employers*"(Blomqvist, A 1987:8). The screening hypothesis explains why employers always prefer individuals who are more educated for employment even if the job requirements are low. The screening hypothesis suggests that education acts "*...as a signal to employers regarding the personal traits (persistence, achievement, motivation etc) or trainability or family/class background of potential employees and that it is these rather than superior cognitive skills (productivity) that are being sought*" (Corner, L 1986:7).

Even though this approach represents a different view from the HCT concerning the social productivity of education, in one sense, it is not inconsistent with the latter in that it supposes that even if individuals use education merely as a device for identifying themselves as having superior productivity, the cost of education can still be thought of as an investment which is undertaken in order to raise the individual's subsequent income (Blomqvist, A. 1987).

2.6 Theory of credentialism

This theory purports that HE ensures class allocation and determines access to better paying jobs. HE levels signal higher potential productivity in a situation of imperfect information. Credentialists believe that HE widens the gap between the rich and the

poor. However, on a more positive note, HE has been known to act as a powerful mechanism for the upward mobility of individuals irrespective of their social backgrounds. In Corner's words, "*regardless of whether the higher earnings accruing to the more educated are the result of their higher productivity or of their increased probabilities of selection for desirable employment due to the operation of education as a screening process, income inequalities will be reduced if the supply of educated labour is increased relative to uneducated labour*"[11]

2.7 Reaffirmation of the Human Capital Theory

Disregarding the simplistic assumptions of the HCT, there is no doubt that in this present day and age of rapid technological change, globalisation and changing labour market structures, a highly educated and skilled labour force is needed for any economy that seeks to gain a competitive edge in both regional and international markets. In some countries especially the East Asian Economies, increasing emphasis is placed on HRD strategies in which the competitive edge of the economies is neither commodities nor low wage labour, but skill and entrepreneurial development and research (ILO 1991:8). In the case of Singapore, for example; a "*high quality human base was used as one of the key incentives to attract foreign investment...*"(Selvaratnam V 1994:vii). Commenting on the HCT, Corner, L (1986:10), points out that "*despite severe theoretical obstacles to the application of a methodologically individualist approach to allocative decisions for public investment, the human capital approach has yet to be displaced by a satisfactory alternative.*"

2.8 Human Capital Investment Efforts and Economic Development in Zimbabwe

Despite the widespread belief that economic development depends so much on the supply of educated manpower, and despite the massive efforts in human capital investment by the government since independence, it appears that the macroeconomic environment, as measured by GDP growth, has neither been impressive nor

11 p13

consistent.[12] The results of a recent study by the Zimbabwe Congress of Trade Unions (ZCTU)[13], which is represented in figure 2 below, revealed that GDP growth, for example decelerated from an annual average rate of 4% during the period 1985-1990 to 0.9% during the Structural Adjustment Period (1991-1995) and 2.7% during the period 1996-1999. The same unimpressive results could be noticed for employment growth.

Figure 2: GDP and Employment Growth: Period Before During and After ESAP

Adopted from Kanyenze G. 2001:23

It should however be noted that while a skilled manpower can bring about growth in an economy, supply of skilled labour does not create its own demand. Similarly, the higher the level of education, the greater the requirements of complementary investments to ensure efficient utilisation of skills. This has not been done in adequate

12 This observation is made with the realisation that economic development is such a complex phenomenon, which cannot be explained by HRD initiatives alone.

13 This is the mother body of all trade unions in Zimbabwe.

proportions. The same study by the ZCTU also revealed that investment collapsed from 23.4% of GDP in 1995 to 13% by 1999 (Ibid.: 24). In this regard, HC efforts cannot be expected to bring about quality employment in an economy with a low capacity for investment promotion and job creation. This therefore leaves no doubt that, while HE is needed to meet the rising skill demands in the economy and to provide adequate job prospects for the individuals "*Without the discipline of a competitive economic environment, there is little reason to expect HEIs to be efficient on their own initiatives*"(Middleton et al. 1996:98). While the above is correct and while there are so many impediments to growth, the general conclusion about human capital investment and economic development is that, the availability of a highly educated labour force, with skills that are relevant to the needs of the labour market, in the presence of effective linkages between macroeconomic and HRD policies, may contribute to the attainment of macroeconomic goals of society.[14]

2.9 Approaches to Human Resources Planning

The table below gives a comparison of the three contrasted perspectives on HRP. This is important for the study since it also revolves around the thematic areas identified below.

Table 1: Three Contrasted Approaches to Human Resources Planning

	Manpower Planning	**Cost effectiveness Analysis/Rate of Return**	**Labour Market Analysis**
Financing	Government led	Employers and trainees pay(including training vouchers)	Income generation by training institutions
Governance	Central direction and planning;government dominated national and regional councils	Employers and labour organisations represent market forces	Industrial sectors represented through industry associations, chambers,etc
Curriculum Development	By central government agency	By employers with/for training institutions	By training institutions in response to labour market signals; validated by industry sector
Standards and Certification	Set by central agency	Set by industry	N/A

14Middleton et al 1998:108

Training Delivery	Government trainers delivering centrally planned curriculum(no industry experience needed)	Market-oriented trainers shaping training to customer needs	Ex-industry trainers; training partnerships within industrial sectors between in-plant and off-the job trainers
Inspection, Monitoring and Evaluation	Government inspectors checking on delivery of government curriculum	Employers checking on quality and relevance of training institution provision	Sector agencies(associations) comprising trainers and employers checking that trainees match sector needs
Staffing	Trainers as government-appointed technicians	Trainers also marketeers, backed by marketing staff	Trainers linked closely to industrial sector, working in in-plant as well in training institutions
Information systems	Numbers of trainees required by government to compare with national plan	LMI required by training institutions	Industrial sector's labour market information required by employers and training institutions
Training management	Administrator-led trainers and their managers are civil servants following government policies	Marketeer-led trainers backed by marketing managers and paid by results	Led by autonomous institutional managers, using industrial liaison officers, institutional staffing determined by sector associations

Baud, I (2001)

Though HE Planning in Zimbabwe, as is the case in most developing countries, and as will be shown later, has elements of the three approaches, the government still dominates the scene. It also appears that the conventional MRA and RRA are still dominant planning approaches, especially in the provision of vocational and technical education. However, as planning techniques, these approaches have largely failed (Middleton, J et al, 1996, Martin, G. 1991, McMeekin, R. W. Jr.1975). With the changes currently taking place in the labour market, it is those planning techniques, which make use of labour market signals, which seem to have gained prominence.

While there is evidence in Zimbabwe to suggest that LMI is made use of at the initial planning phases of educational programs especially for university education, there is little or no evidence to suggest that the continued provision of the courses/programs is based on LMI. This explains why this study has more inclination towards labour market based planning models such as the LMA Approach and the ILO Approach, which is also discussed below.

The illustration below shows the strong elements of the LMA Approach.

Table 2: Do's and Don'ts in Labour Market Analysis

Less emphasis on	More emphasis on
Planning	Analysis/policy making
Manpower	Labour Force
Counting heads	Measuring Wages
Firm labour surveys	Household surveys
Opinion surveys	Tracer studies
Occupational profile	Educational Profile
Public sector only	Private sector and informal sector
Production efficiency only	Equity/Poverty
Technical efficiency	Economic efficiency
Output-labour relationships	Cost benefit analysis
Fixed wages	Flexible wages
Manpower needs	Labour supply and demand
Skill specific training	Firm based training
Free education/training	Cost recovery/user fees
Public education/training	Private education/training
Filling long-term skill gaps	Correcting present labour market distortions

Richards P. and Amjad R (1994:17)

The strong emphasis on the free play of market forces by the LMA is viewed by Martin Godfrey (1991) as a bit too extreme especially in situations where labour markets are distorted. He goes on to suggest a complementary approach to LMA; the ILO/Minimalist Approach, in which he argues that market forces should work jointly with institutions. He makes a distinction between planning for short-term and long-term courses. In his view, planning for the former requires higher flexibility and responsiveness to the needs of the labour market and as such, should be done by those who run such courses. For long-term programs, Martin Godfrey proposes the following three main steps;

(i) A tracer study of the graduates of the program in question to identify general trends in employment, such as their destinations. The costs of the courses, internal rate of return, both private and social, are calculated.

(ii) A detailed study of the likely structural changes in the economy to identify sectors, which are likely to increase in relative importance. This will also include those branches, which do not currently exist.

(iii) A detailed survey of the employment trends of the graduates of the programs under review. The data collected is used to estimate what is likely to happen to the rate of return of each specialisation.

This approach produces estimates, which show current rates of return (both private and social) for each qualification, the direction of change of the rate of return that will be expected over the planning period, and the reasons for such variations. Just like the LMA Approach, Godfrey's approach has gained a lot of popularity in manpower planning circles because of its emphasis on the shift from traditional occupational classifications to educational requirements in long term planning and also because the role that is played by forecasting in this approach is different from the traditional MRA. Forecasts in Godfrey's approach do not cover all types and levels of skills but are confined to a few categories for which training needs are to be planned in advance (Ibid).

It should be noted that an important prerequisite of the ILO Approach is a sound LMI system. This approach works best in a decentralized employment and training market where employers are influential in determining the content of the education and training programs and where training institutions have sufficient autonomy to respond to the demands of the labour market. Critics of this approach have cited problems with the decentralized employment market in terms of mechanisms to guarantee the quality of education and training. They have also sighted the problems that the rate of return analysis has in separating recommendations for the expansion of types of education from those of improving the quality of different levels of education (ILO, 1991:7). However, it appears Godfrey takes care of these fears when he proposes that market forces should work together with institutions. In other words, government intervention in education and training is needed to correct and complement the operations of market forces.

2.10 Conclusion

The message to HEIs and manpower planners from the theoretical overview is that attention has correctly shifted from the conventional manpower planning approaches to planning approaches which make use of a range of co-ordinated labour market analyses that produce information needed to; guide decision and policy making; identify impediments to competitive labour markets; improve management and provision of HE and lastly determine the most appropriate roles of government and other stakeholders (Middleton et al 1996).

The shifts in employment patterns from the public service, on one hand, to the private sector and the informal sector on the other hand in recent years globally requires the roles of manpower planners to also shift accordingly (Richards P. and Amjad R 1994). For example, this calls for a review of the educational programs and methods of teaching to make them more responsive to market demand and also adequately prepare students for the growing opportunities for self-employment.

CHAPTER THREE (3)
Framework of Higher Education in Zimbabwe and The Graduate Labour Market

> *"In Zimbabwe, our success in the area of quality and relevance* (of education) *has not been of comparable magnitude...we still have to inter-relate our education and training more closely to the world of work" President of Zimbabwe, Cde R.G* Mugabe[15]

3.1 Introduction

This chapter gives an overview of the HE system in Zimbabwe. This is done in order to familiarise the reader(s) with the institutional setup of Zimbabwe's HE system. This chapter also outlines the shortcomings of the system that have been identified in the available literature as well as past researches and a brief analysis of the graduate labour market in Zimbabwe.

3.2 Institutional Framework for Higher Education in Zimbabwe

The present system of education in Zimbabwe is under three Ministries as follows:

- Primary and Secondary Education – Ministry of Education, Sport and Culture
- Vocational Education- Ministry of Youth, Development, Gender and Employment Creation
- Higher Education - Ministry of Higher Education, Science and Technology[16]

Five different levels of HEIs, as shown below can be identified namely;

Universities

Polytechnics

Technical Colleges

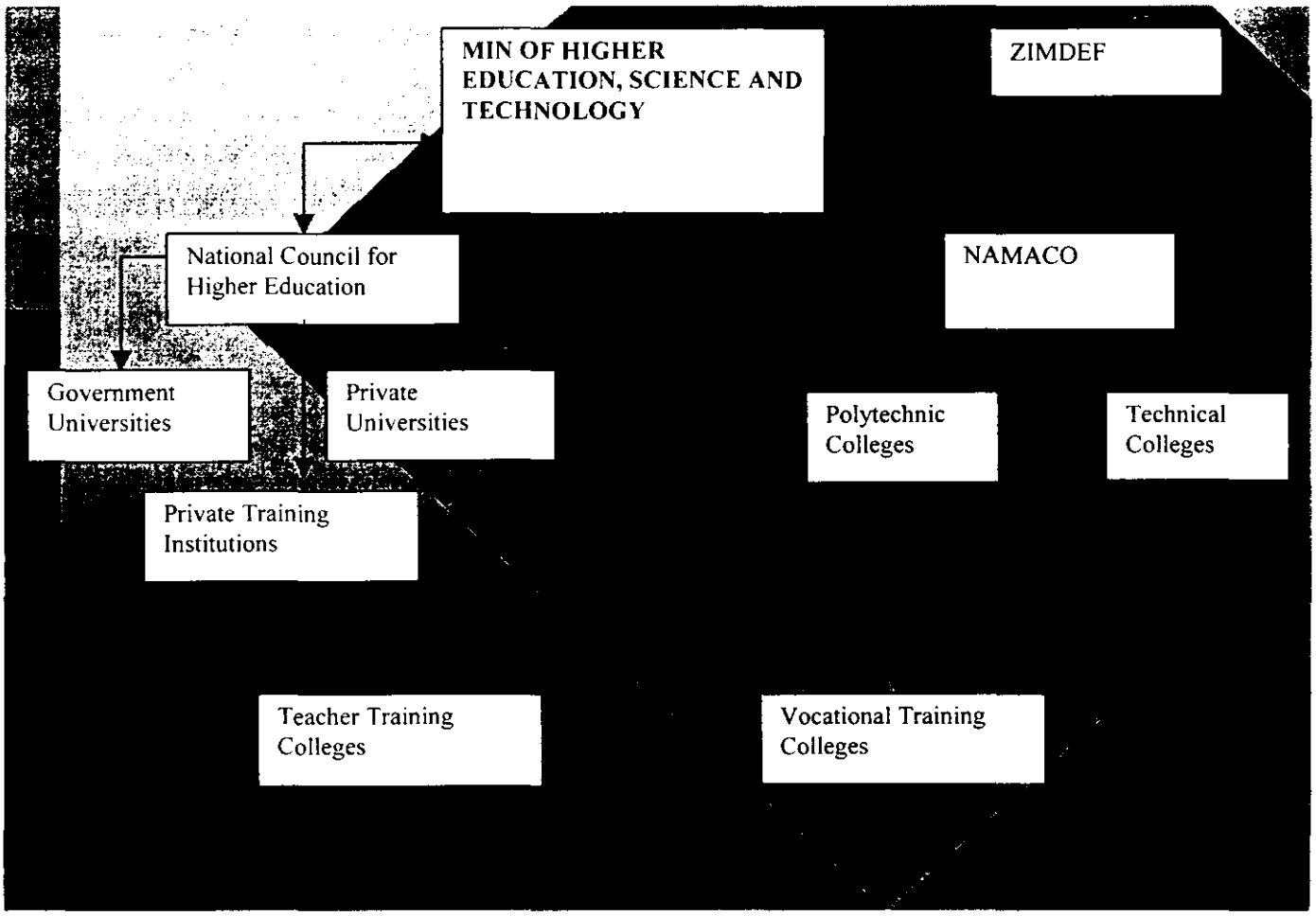
Teacher's Colleges and

Vocational Training Colleges.

15 As quoted in International Foundation For Education With Production (1990: 5)

[16] While there are some traditional VTCs, which are under the MOHET, the current wave of reforms in functions of Ministries has seen the newly established twenty VTCs being put under the MYDGEC.

Figure 3: Set up of Higher Education in Zimbabwe



Various sources put together by author.

It is not the intention here to give a critique of the three buffer mechanisms[17] cited in the above diagram, namely; NCFHE, NAMACO, ZIMDEF. author.[18] However, it is important to note that the main criticisms that have been leveled against them is that they suffer largely from lack of autonomy and ownership of decisions and recommendations made, especially with regard to the distribution of resources. Before a person is appointed to any of the councils, the Minister consults with the President of the country on the desirability of the nomination. The powers to suspend, fire, and disqualify a council member are vested in the Minister. While NAMACO, for example, is a tripartite body and draws representatives from various stakeholders, it

17 In relation to HE, buffer mechanisms refer to statutory bodies that are established to assist and complement government in the management and control of HEIs (TFOHES, 2000:53).

18 A detailed description of the functions of these bodies is contained in the various Acts cited in the study.

only serves in an advisory capacity. To be effective, these bodies require full autonomy in decision-making and the allocation of resources.

Criticisms have also been leveled against the ZIMDEF for misappropriation and misallocation of financial resources. Employers and training providers cite bureaucracy in obtaining rebates on funds spent on training and industrial attachment. A closer look of the balance sheet published in the ZIMDEF Bulletin issue of January 1999:3 shows that more financial resources are spent on administration, building projects, student hostels, warden flats and other unrelated expenses, and less on the core business of industrial training.

3.3 University Education in Zimbabwe

The major concern with Zimbabwe's university education has been the oversupply of graduates in the arts and humanities, whilst other professions are undersupplied. The types of degrees offered coupled with the depressed macroeconomic environment has been blamed for the employment problems faced by many of its graduates. The problem is compounded by the fact that the educational output over-run the absorptive capacity of the economy and that the numbers of qualified staff has not kept pace with the increases in enrolments. There has not been adequate effort to influence enrollment patterns to reflect local skill requirements. Graduate output patterns from the UZ in Table 1 can be used to demonstrate this point. [19]

19 The table shows that most of the graduates are from Social Studies, and as will be demonstrated later, this is where the greatest mismatches are found.

Table 3: University of Zimbabwe: Graduate Output: 1985-1997(%)

FACULTY/ YEAR	1985	1987	1989	1991	1993	1995	1997
Agriculture	6	4	6	5	4	6	4
Arts	**16**	**20**	**19**	**17**	**17**	**17**	**16**
Commerce and Law	24	14	18	18	11	9	11
Education (BED)	**4**	**21**	**9**	**10**	**23**	**21**	**26**
Engineering	6	8	5	8	7	8	7
Medicine	8	12	5	10	9	8	7
Science	8	6	13	11	11	10	13
Social Studies	**28**	**18**	**25**	**18**	**18**	**21**	**16**
Total	100	100	100	100	100	100	100

*Source: % calculated from Second Five Year National Development Plan, 1991-1995: 1991:p75 (for 1985, 1987 and 1989).
*University of Zimbabwe Student Affairs Office for 1991, 1993 and 1995 figures.

The disturbing feature is that the "real" people who are supposed to pioneer production and to champion the cause of technological innovation in industry are not there, are inappropriately trained, or are not being produced in adequate numbers. For example, the production of industrial technologists for the manufacturing industry still lags behind, yet Zimbabwe has a wide assortment of natural resources, which could easily be transformed into finished products (NAMACO 1997).

Recently there has been a proliferation of universities in Zimbabwe. These are believed to be biased towards academic qualifications, at the expense of technical and practical skills.[20] On one hand, with the limited resources, the proliferation of

20 Interviews (c), (d) and (h).

universities seems to be an inappropriate strategy. On the other hand, while welcoming the benefits of recruiting from a larger pool of graduates, employers are concerned that increased entry into university education results in a lower standard of knowledge and no real increase in the transferable skills that they value so highly.[21] This is a disturbing feature, especially taking into consideration that it is actually people with technical skills who are needed on the labour market to interpret and easily adapt to the technological changes.

The automatic admission policy into university has been abused and this has actually resulted in slack admission procedures, which saw students of low calibre being admitted into the universities. There is no doubt that the low entry standards have resulted in enrolment of poor quality students and the general weakening of the market value of the degrees awarded.

While a distinction is made between university graduates and graduates from other HEIs, and while the importance of university education is acknowledged, it appears that the paradox that needs to be resolved by education planners and policy makers 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*"[22]

In an exclusive interview with Mr. Edward Cook of Cooks Employment Agency, he pointed out that: "*We probably have five times more graduates from Universities that we can successfully employ and it is actually the artisan trained engineer that holds the future of Zimbabwe in his hands*"[23] Mr. Cook felt that the artisan who has been exposed to 'hands on training' and knew his way around the shop floor is ten times more productive than a graduate fresh out of a university lecture room. He pointed out that the latter would need at least eighteen months to become fully productive. Mr.

21 As in footnote 22.

22 The Nziramasanga Report, 1999:494

23 Interview (h). It was learnt during the interview that Mr. Cook was at one time heavily involved in career talks on a part time and volunteer basis with students in high schools and HEIs.

Cook felt that while degreed persons were needed in the economy, the current ratios of degreed persons to technically trained persons was wrong. In his opinion, the Z$ 360m used to construct NUST could have built six polytechnics.

The need to transform all university programs to include compulsory industrial attachment as a way of bridging the work and classroom gap has been underscored in various fora. Only two universities have programs with an industrial attachment component, that is: NUST and the recently established Midlands State University, whose results are yet to be seen.

3.4 Vocational and Technical Education in Zimbabwe

This covers programs of study and training in technical and other applied fields that provide basic and specialized career or work-related skills. In Zimbabwe, this is provided within the framework of the National Manpower Development Act of 1984 (as amended in 1994 and revised in 1996) and the ZIMDEF Act (1991).

The MOHET accredits courses offered in VTCs, and reviews the curriculum after every five years. According to The Nziramasanga Report (p419), "*the organization and management of Vocational and Technical Education and Training* (is) *perceived by stakeholders as rigid, bureaucratic, centralized and not relevant to the changing demands and needs of the economy*". There is no clear-cut route for progression from a vocational or technical college to university. This lack of synchronization of diploma qualifications with university courses has tended to limit the general attractiveness of vocational and technical education to the young people who fail to get direct entry into university.

In a desperate move to deal with the increasing numbers of school leavers who could not be absorbed into the labour market and the existing HEIs, the government, through the MOHET, embarked on a mission to establish twenty VTCs throughout the country in 1998. The project was however "high jacked" by the MYDGEC in

2000. The VTCs that have been established so far are suffering from lack of equipment, qualified instructors and lack of proper management.

The Nziramasanga headed Commission noted that the linkages between industry and vocational and technical colleges were weak in terms of:

- Defining the skills demand of occupations
- Determining the most appropriate technologies to be taught
- Impacting work ethics, including time keeping and team work and
- Flexibility of curricula content to cater for the changing needs of industry
- Little applied research in technical colleges

There is generally a lack of entrepreneurial culture among the graduates from these VTCs. It is surprising that even if they are vocationally trained, these graduates still lacked the entrepreneurial urge and most of them still had the white-collar job mentality and often refused to do certain manual tasks. Out of the numerous VTCs, very few cater for the needs of the informal sector.

3.5 The Graduate Labour Market

It should be noted that mismatches between demand and supply on the labour market do not necessarily lead to automatic unemployment in the case of excess supply or to unfilled vacancies in the case of supply shortages (Wieling M and Borghans L, 1995:p1). The other indicators could be any one or more of the following:

Table 4: Indicators of Mismatches

Shortages	Surpluses
-Retention of expatriates -Escalating wage rates	-Extended periods of job search -Falling wages -Overemphasis on extra qualifications

Adopted from Hinchliffe K 1885:20-23

The above observation can be confirmed by the following statistics on graduate employment collected during the 1999 Labour Force Survey[24]:

Table 5: Currently Employed and Unemployed Population by Level of Education

COMPLETED LEVEL OF EDUCATION		
	Diploma/Certificate after Secondary	Degreed/ Post Graduate
Male	184 018	43 029
Female	138 023	19 497
Total	**322 041**	**62 536**
Employed		
Male	165 395	39 690
Female	100 832	15 840
Total	**266 227**	**55 530**
Unemployed		
Male	7 866	1 069
Female	6 441	1 270
Total	**14 307**	**2 339**

1999 Indicator Monitoring Labour Force Survey

From the above table, out of a total of 322 041 graduates contacted during the Survey, with post secondary education (excluding university), 83% were found to be in employment.[25] Similarly, out of 62 536 graduates with first degrees and higher qualifications, 89% were found to be in employment. This left a very insignificant number out of employment; 4% and 3.7% respectively. In the absence of any other information it could be assumed that, the graduates that could not be accounted for in

24 12 463 households were interviewed out of about 2.4million households in Zimbabwe at that time (CSO).

25 The situation is however not as rosy as it appears here, especially for the new entrants.

the table, that is: the 13% from the first column and the 8% from the second column could have been still in college or are disgruntled job- seekers who were not part of the labour force at the time of the survey.

3.6 Conclusion

It should however be noted that identifying shortages and surpluses for specific manpower categories is not a simple exercise. For example, open unemployment and extended periods of job search for the graduates may not be truly indicative of surpluses and neither is the absence of rising wages conclusive enough to explain that shortages do not exist. For example, a poorly functioning labour market could result in extended periods of job search. Rising or falling wage rates could be useful indicators of mismatches only in situations where labour markets are allowed to set these rates (Hinchliffe K 1885).

This points at the need to develop alternative indicators that can be used to measure the success of HE in meeting the demands of the labour market. These and other issues are discussed in the next chapter.

CHAPTER FOUR (4)
Analysis of The Higher Education-Labour Market Relationship in Zimbabwe

"Good information is, always the prerequisite of good planning" (Martin Godfrey"[26]

4.1 Introduction

It is not within the scope of this study to analyse structural problems and policy deficiencies, which have contributed to economic decline in Zimbabwe. However, it should be spelt out that the worsening economic performance of the country, characterized by company closures, low investor confidence, erosion of wages, and its influence on the organizations' manpower structures has compounded to the difficulties in hiring new graduates. The financial stress in industry and the daily retrenchments in both private and public sectors of the economy is forcing graduates from the country's HEIs to continue to suffer from extended periods of unemployment on one hand and underemployment on the other hand. It becomes increasingly difficult to justify new recruitments when existing staff are being laid off. This makes the problem a bit complex, and leaves one to wonder whether it should be treated as an educational or employment problem or both.

Therefore, in a bid to improve the relevance of HE to the needs of the labour market, educational planners must not overlook the importance of the macroeconomic environment and the signals it provides that guide investment in human capital.

4.2 Expectations versus Output from Higher Education

Most employers often look for two different sets of skills in the graduates, that is; specialist skills, which are of direct relevance to the job, and more general social, personal and intellectual skills of a transferable kind, which are generally seen to make graduates employable and promotable at the work place (Brennan, J.L et al

26 In Richard, P and Amjad R(1994: 48)

1993). For example, an engineering graduate is expected to have a fair knowledge of fundamental business principles such as economics, accounting, business law and other facets of commerce, apart from his/her specialisation.[27]

The following advert for job openings will help in the analysis of what employers look for in potential employees.

Table 6: What Employers Look For in Potential Job Incumbents?

Position	Age	Academic Qualifications	Professional Qualifications	Minimum Relevant experience	Characteristics
General Manager	-	-	Business Studies Degree or equivalent	30years	-Well seasoned marketer -Able to deal with people -Mature person -Good PR -Able to handle pressure
Group Training manager	-	-	Social Science Degree Training Qualification	5years equivalent in position	-Extensive experience in training, organizational development and implementing cultural change -Understands business
Book keeper	-	-	Diploma in Accounting Systems	8years	-
Production Manager	30-40years	2 A' Levels	Degree in Mechanical Engineering	3Years	-Strong Managerial and Planning skills -Working knowledge of fabrication -Experience in the production process
Finance Officer	-	-	-HND in Accounting/Business Studies -ZAAT Diploma or Part D CIS	-	-Auditing Experience -Good Communication skills -Sound knowledge of financial accounting laws -Computer literacy -Knowledge of relevant government Accounting laws

ZIMDEF Bulletin, May 1999:p5

While the employee's age and academic qualifications are important, an analysis of the information presented in the table above reveals that employers place special emphasis on professional qualifications, specified minimum periods of work experience and other personal attributes of the potential job incumbents. Does this therefore mean that employers' complaints about skills shortages appear to generally

27 Interview (j)

refer to the shortage of people who do not have a combination of specific requirements for vacant posts? Do we not run the risk of unfairly blaming HEIs for the employability problems faced by graduates? For example, while HEIs can influence the academic and professional qualifications of the individual, they often do not have influence over the individual's age, personality or work experience, the latter, which takes so many years to come after the individual has since left college.

However, holding the nonschool factors, which are important in the employability of an individual, constant, it is the responsibility of HEIs to ensure that theory is linked with practice. The development of employable skills is a direct result of efforts to link curricula to the world of work through various initiatives such as, industrial attachment, inplant exposures, practical training, career guidance and counseling, etc, for the students.

In an interview with Mr. James Jowa, of Zimbabwe National Chamber of Commerce (ZNCC), he expressed concern that there is still a lot of rote learning in HEIs, which affects the acquisition of knowledge, self-sufficiency, initiative, independence, verbal communication skills and confidence of the graduates.[28] This observation was also confirmed by Mr. Mufukare of the Employers' Confederation Of Zimbabwe (EMCOZ), who pointed out that because of lack of practical training, most employers perceived graduates from HEIs, especially universities, to be generally book-oriented, attuned more to solving textbook rather than practical problems.[29] This was not to be looked at as a problem of the students but of the education system; the majority of the instructors and lecturers were taught through this way. The problem is further compounded by the lack of industrial experience for the teaching personnel, who are often found wanting when it comes to balancing theory and practice.

28 Interview (d)

29 Interview (c)

It is often argued that apart from specialized courses or fields such as engineering, law, medicine, computers or education, what most students learn in HEIs turns out to be very different and not directly related to the work they eventually do. It is also argued that the "*physics teaching is not always related to the physics applied in industry, and chemistry teaching may not always be aware of the chemical processes applied in industry*"(Bergen, J.T Jr. and Disasa, J, 2001). As a result, when the students finish college, they find themselves increasingly faced with a challenge of possessing skills/qualifications with no value on the labour market.

A lot of emphasis is placed on passing examinations rather than acquiring knowledge. It should be noted that a system of education that is too theoretical and examination oriented does not promote and foster in the student the development of talent, personal qualities and capabilities like initiative, independence, self-confidence, and the ability to deal with others. The education system needs to foster greater participative and interactive learning and the one-way communication process between the lecturer and the student should be done away with.

At this point, it might not be premature to conclude that there seems to be a methodological problem with regards to the mismatches between supply and demand on the labour market. While, HEIs and possibly the students are more concerned about academic qualifications, for employers, professional qualifications seem to matter most. This is a serious problem that requires the joint effort of the concerned parties to address.

4.3 Where do the Graduates Go after Graduation?

"*The extent to which HE makes students more employable in the labour market is obviously and legitimately a matter of great concern to governments, institutions, and the students themselves*"(Cave M et al 1988:70). When HE increasingly lends the graduates into employment, such a market signal is likely to be interpreted as evidence of the success of the system (Nijhof, W.J. and Brandsma, J. 1999). For example, by merely looking at the figures in Table 5 in the previous chapter, one

would think that graduates in Zimbabwe are doing quite well. However, the statistics are not enough to provide useful indicators about the quality of employment and the HE system. More information would be needed from appropriate tracer studies to comfortably reach such a conclusion:

- Where are these graduates employed?
- Are they able to apply the skills acquired in employment?
- Are employers happy about the performance of these graduates?
- Is the numbers of the graduates enough to meet the skill needs of the economy?
- What is the rate of return for these graduates?

Finding answers to these questions would at least give some indication about whether the education system is serving the needs of the labour market or not. For example, concentration of graduates in one profession could represent an oversupply of skills in that area. It could also represent lack of demand for their skills in other areas. More importantly, it could mean that these graduates have weak skills and cannot stand the competition in other sectors of the labour market. As a result, they end up concentrated in areas, which for example; might have easy entry and a low rate of return. A remote possibility could be because of attractive remuneration packages, pleasant working conditions, and good career prospects.

In Zimbabwe, such market signals concerning occupational practices and qualification demands have not been used because of a number of reasons. There is generally a lack of properly designed mechanisms to collect such information. There is lack of a clear mandate on who should collect what information, that is; HEIs, Ministry of Labour, MOHET or the CSO.[30] The absence of a clear mandate and co-ordination with regard to collection, analysis and dissemination of such important information can be seen here. This has tended to weaken educational policy decisions, as they are based on not so reliable information.

Let us now take a closer look at Table 7 below;

Table 7: Graduates Employed by Category/Occupation 1999

Occupation	Diploma/certificate after secondary school (%)	Graduate/Post graduate (%)
Government officials of special interest groups	0.2	0.4
Machine operators	2.7	1.7
Directors, Managers and Company Secretaries	**5.9**	**19.9**
Natural Sciences	0.0	0.9
Business and Finance	**6.9**	**9.7**
Engineers and Technicians	2.1	**7.6**
Life Science Professionals	**6.9**	**6.5**
Education	**32.1**	**31.6**
Law and Security	1.9	4.7
Archivists, Librarians and related professionals	0.2	0.0
Social Science	0.0	1.0
Artists	0.5	1.1
Religion	0.2	0.6
Administrative and Associated Professionals	3.5	3.6
Clerks and Secretaries	**10.0**	3.0
Transport	1.9	0.0
Services	4.8	1.9
Agriculture	3.3	2.1
Mining and Construction	4.2	0.0
Mechanics	5.9	1.6
Manufacturing	6.8	1.9
Total	**100**	**100**

1999 Indicator Monitoring Labour Force Survey: p65

30 This observation is made keeping in mind that it is the government that controls the financial resources and has the overall say in the allocation of these resources.

For Zimbabwe, agriculture, manufacturing and services are the mainstay of the economy. It has been pointed out already that highly educated people play a significant role in industry in terms of identifying new technologies, transferring knowledge to the less educated, easy adaptation to new technologies etc. Surprisingly, as shown in the table above, the very same graduates are underrepresented in these sectors and one wonders whether it would be possible for new technologies to be identified in such professions as teaching, which absorbs the largest number of the graduates.[31]

For the graduates who have non-university qualifications, the largest number (10%) is represented in the clerical and secretarial fields, as shown in the table above. These are mainly routine jobs, which do not require any special skills. In the public sector, such jobs are the entry-level jobs. In the private sector, they are among the most lowly paid. With the current changes taking place in work organization and manufacturing strategies, which are forcing firms to streamline their operations and focus on core businesses, clerks and secretaries are more at risk of being made redundant than any other profession.

The teaching field is one area where skill mismatches can easily be noticed and explained. It is a common phenomenon in Zimbabwe to find graduates teaching subjects not related to what they studied at college/university. Those graduates who make it to the top (for example, the 19.9% from Table 7 above) are usually the very few lucky ones who are able to demonstrate to employers that they can do much more than what the jobs requires, the affluent and well connected, and those who are able to acquire extra courses to complement what they already have.[32]

---

31 The argument here is, if the government wants more teachers, why then produce more graduates with engineering and politics and administration degrees, or simply graduates with more relevance to industry than education. It becomes really worrisome if these graduates end up in professions where they cannot fully utilize their skills.

32 It is a common feature in Zimbabwe to find a graduate who has done Accounting at degree level, for example, proceeding to do CIS, which is regarded as an equivalent of the former. This is an obvious waste of resources, but most importantly suggest that something could be wrong about the Accounting degree regarding its ability to meet the needs of the employers.

Responding to the question why, graduates compete to acquire such extra qualifications, which in some instances are below or equivalent to what they already have. Mr. Makoni, of the Association of Personnel Consultants[33], pointed out that, the difficulties faced by the graduates in obtaining employment in the formal sector was the main reason why these graduates loaded themselves with extra qualifications as a strategy to reduce their time in the labour queue. Most employers seem to have endorsed this, as such graduates are more preferred to those with straight degrees/diplomas.

In 1997, NAMACO conducted a manpower needs survey and recorded the following results on the reasons for skills shortages for the occupations listed below.

Table 8: Reasons for Skills Shortages:

Occupations	Reasons (%)				
	No local training	Inadequate local training	Brain drain	New technology	Other
Management	13	32	29	20	38
Engineers	21	6	23	33	31
Mechanics	4	21	13	33	8
Surveyors	21	13	6	0	8
Accountants	0	9	19	0	8
Chefs	13	11	3	0	8
Electronic Technicians	0	6	0	13	0
Actuaries	13	0	6	0	0
Architects	17	2	0	0	0
Total	**100**	**100**	**100**	**100**	**100**

NAMACO 1997:26

Inadequacy and absence of local training were the main reasons cited by employers for skill shortages (Ibid.). This can easily be corrected through intervention policies and programs in HE. Brain drains occur mainly because of frustrations and the search for greener pastures on the part of the graduates. The introduction of new technologies

33 Interview (j)

and the changes in employment patterns as a result of market liberalization has also had it portion in rendering certain skills obsolete.

4.3.1 Graduate First Destinations Surveys

The information that is available on output indicators is limited, and probably outdated, but this information is both compelling and disturbing, and points strongly at deteriorating quality and standards in HE. For example, in 1994, the UZ, the country's largest and only producing university then, made a second attempt at tracer studies after 1993 and surveyed a total of 761 graduates from a total of 1812 who had completed their studies in 1993. The following results were obtained:

Table 9: 1993 Graduates First Destinations: Job in Line with Degree by Faculty (Period between Nov 1993 and July 1994).

Faculty	Yes	No	Did not indicate	Total
Agriculture	5	21	4	**30**
Arts	158	3	6	**167**
Commerce	55	33	31	**119**
Engineering	54	16	34	**104**
Law	24	0	1	**25**
Medicine	20	0	0	**20**
Science	40	47	17	**104**
Social Studies	27	120	25	**172**
Vet Science	20	0	0	**20**
Total	**403**	**240**	**118**	**761**

"Report on Destinations of the 1993 Graduates", July 1994:5

From the above table, it can be noted that while 16% did not indicate what they were doing, 31% of the graduates indicated that they had jobs not in line with their qualifications. While 53% indicated that they had jobs in line with what they studied, the majority (39%) were from the faculty of Arts, which is basically a teaching faculty. Social Studies, which houses the following programs; Economics, Politics and Administration, Psychology and Sociology had the greatest number of graduates

who were in jobs not in line with their qualifications. The same "Graduate Destinations Survey" indicated that the majority of the students from the Faculty of Social Studies were overrepresented in the teaching field and very few were in the private sector, parastatals and none where in NGOs. These results are shown below.

Table 10: Faculty of Social Studies: 1993 Graduate First Destinations (Period between Nov 1993 and July 1994).

PROGRAM	Economics	Psychology	Sociology	PolAdmin	Total
Total No of graduates	125	33	73	179	**410**
Known Destinations	62	20	25	65	**172**
Unknown Destinations	63	13	48	114	**238**
Teaching	**43**	**9**	**12**	**49**	**113**
Government	0	2	0	0	**2**
Parastatals	2	0	0	1	**3**
Private Sector	6	4	3	0	**13**
Other	2	0	0	0	**2**
Unemployed	7	5	5	**15**	**32**
NGO	0	0	0	0	**0**
Self Employment	0	0	1	0	**1**
Post Grad.	2	0	4	0	**6**

"Report on Destinations of the 1993 Graduates", July 1994:4-6

Out of the 172 graduates (which is 42% of year 1993 social studies graduates) who responded to the questionnaire, 66% of the graduates were in the teaching field, only 8% were in the private sector and about 19% were unemployed, nine months after leaving university.

An important qualification has to be made here: if a graduate ends up in an area for which he/she has not originally specialised, for example: a doctor becoming a business person, an engineer becoming a manager or a successful farmer, or somebody with a teaching qualification becoming a full time company director, this

should not necessarily be taken to represent mismatches between labour supply and demand. This is because individuals make choices on which sectors of the economy to join depending on their preferences, rate of return and other considerations. This is the theoretical assumption of the rate of return approach.[34] However, from the point of view of the state, this situation represents a waste of resources. In economic terms, these qualitative mismatches result in what can be termed allocative inefficiency. It is important to note that while people have choices and employment aspirations, these are often constrained by the available job opportunities and for which they are considered suitable. As has been noted in section 4.2, employers increasingly look for individuals who have some amount of knowledge or relevant educational background for any job in question. The reality of the situation in Zimbabwe is that employment is increasingly becoming difficult to find in most fields of specialisation. The graduates are increasingly forced to take employment in areas for which they are not originally trained not by choice but by circumstance. Therefore, the "No" responses in Table 9 should be interpreted as cases of mismatches between supply and demand of/for educated labour.

4.3.2 Critique of Graduate Destinations Surveys

There is often a very high rate of job change in the first two to three years after graduation. Batenburg and deWitte (2001:p75) argue that the use of first destinations to imply anything more than first destinations is often misleading and extremely dangerous. They go on to argue that unemployment and underemployment of graduates in the early years after graduation are just examples of short-term scenarios at the beginning of their occupational careers and that the statistics on graduate destinations do not capture long-term employment prospects or the market value of employment.

34 The inability of the RRA to provide for a balance between individual choices and state choices after an educational investment has been made can be noticed here.

High unemployment rates and underutilization of skills may result from too short job search periods. It might also be difficult to make sense from the graduate destinations, especially in periods characterized by turbulence in the macroeconomic environment. However, Cave, M et al (1988:120) poses a very important and serious question for consideration; "*Why stop at institutions?*" Information and statistics on graduate destinations collected at institutional level would need to be complemented by periodic surveys conducted at national level on, for example: educational backgrounds of those working in specific occupations, relationship between qualifications and their utilization at the workplace, etc.[35] Such information provides an understanding of the extent to which jobs or occupations for which a specific educational program trains are also covered by other educational or training programs and makes it possible for qualitative mismatches between skills and jobs to be identified and corrected.

In the case of Singapore, the government, through the Council for Professional and Technical Education (CPTE) conducts yearly graduate employment surveys in order to determine the demand and supply of skilled labour. The CPTE operates a manpower database and is responsible for designing information programs on career prospects and future manpower needs, among other functions. Through a consultative approach involving organised labour and employers, the CPTE ensures that "*...relevant market signals are taken into consideration for its manpower planning, projections and training initiatives*" (Selvaratnam V, 1994: 21).

The Capacity Development Division of the Economic Development Board (EDB) of Singapore "*...continuously monitors the training programs and assesses the performance of the graduates at their workplaces to ascertain whether the programs are produced in a timely manner and are relevant and adequate to meet industry needs*"(Ibid: p20).

35 This is the kind of meso-micro level intervention, which can help to make LMI a useful and informative tool for decision making.

4.4 Labour Market Information and HEIs

Policy decisions in the field of HE cannot be based on limited information. It is therefore of paramount importance for HEIs to be able to interpret and balance employer requirements in the curricula and also to communicate this information to students, parents and concerned stakeholders. This can easily be possible if there is an efficient and coherent LMI system.

LMI can help HEIs to understand the nature of supply and demand for labour and skills (Maginn A and Dench, 2000:4). The most significant use of LMI is to inform HEIs about the demands of employers so that they can easily be factored into the curricula. In addition, LMI is important in that it provides useful information and indicators on potential areas of increases in demand for skills for both now and the future. This makes it possible for "*...investment in education and training that goes beyond the immediate or known requirements of the labour market*"(Ibid: 5). In the absence of reliable LMI, policy decisions are made on an uninformed basis and are usually risky. There is increasing need on the part of HEIs to be able to demonstrate that market demand has influenced the provision of courses or programs.

However, while adequate structures for LMI are in place, it is disturbing to note that LMI is still sketchy and so uncoordinated, rendering the formulation and evaluation of policies and programs that have a labour market bearing difficult. Applied research and analysis of the labour market situation in Zimbabwe is underdeveloped and often times based on individual initiatives. There are generally weak structural mechanisms to link movements in the labour market with policy practice. The absence of a coherent labour market system in Zimbabwe has resulted in a general lack of understanding of the functioning of the labour market. What is surprising and also cause for concern is that there is a lot of duplication and hardly any information sharing. For example, when NAMACO conducted the National Manpower Needs Survey in 1997, similar surveys had been conducted within the last two (2) years by the MOHET, CSO, ILO/SAMAT and NUST (NAMACO, 1997:4).[36] The boredom

36 Everybody wants to be seen to be doing something.

and monotony that respondents are exposed to by having to respond to the same questions is obvious here. There is therefore a strong need to effectively co-ordinate labour market research not only as a way to discourage duplication and disruption of productivity in industry during data collection, but also as a way to promote effective coordination of information.

4.5 The Relationship Between The State, the Private Sector and HEIs

One of the major issues surrounding the debate on HE reform is determining the most appropriate roles of the government and other stakeholders. As has been shown in Chapter three, Zimbabwe's HE system is largely state controlled. There is no agreed framework of co-operation between HEIs and industry. The development plans from 1982 to present seem to have failed to adequately address this issue. For example, a number of development strategies are mentioned in the Second Five Year Development Plan 1991-1995 (76-77, 80-81) with regard to HRD. The following phrases are used:

> *"Greater commitment by industry and employers to industry will be developed"*
>
> *"Co-operation between Government and the private sector in manpower training will be enhanced"* (p80).

While there is no shortage of analysis of what ought to be done, how to achieve the objectives is often left unspecified. There is often no clear specification on the roles and responsibilities of each stakeholder. The main question that needs to be addressed which is the crux of the matter is how to achieve the objectives (how to implement)? Probably this is asking for too much detail, but this question has remained unanswered even in the specific strategic plans of the various concerned government ministries. Without closing this gap, the educational reform strategy remains an elusive concept.

Too much involvement of government in the affairs of HEIs tends to politicize HE, widens the possibilities of corruption and nepotism in areas of resource allocation, staff recruitment and student enrolment. More seriously, it tends to discourage the

support of the private sector in terms of donations, management, support for research activities and attachment of students. This is especially so in circumstances when the government loses favour and confidence of the private sector and the populace. To borrow from the TFOHES (2000:63); " *the tendency of politicians to intervene in higher education left many institutions hostage to factional policies, with decisions on student selection, faculty appointments and promotions, curriculum design, and similar matters being made on political grounds rather than on merit.*" As much as possible, and for purposes of continuity, HEIs should be immune from political manipulation. This will enable them to properly function and compete with each other, and to make decisions on leadership, programs, enrolments, research projects, etc consistent with academic standards.

"*In the context of economic growth strategies based on technological innovation, it is critically important that the* (HE) *institutions ... be guided by representatives from the productive sectors*"(World Bank, 1994:11). However, the full participation of the private sector in education and training can only be possible if the right incentives are put in place. Such incentives, which are presently lacking, inconsistently applied or not in the right proportions include; a conducive macroeconomic environment where business can flourish, an efficient system of resource allocation in education and training, and reduced bureaucracy in reimbursement of funds to those organisations that take part in HRD initiatives through direct provision. Important lessons can be drawn from Singapore's Research and Development Assistance and Product Development Assistance Schemes, established in 1978 to facilitate co-operation between industry and HEIs. Singapore's National Technology Plan of 1991 lays down important targets to be achieved by 1995 in the area of R&D (Selvaratnam V. 1994:65).

As a precondition for establishing a demand-driven system of HE the greater participation and commitment by all stakeholders is called for. The involvement of social partners creates a culture of joint responsibility, which promotes a long-term commitment to problem solving. Lessons can be drawn from the German experience, where"... *4 decades of public-private co-operation have established a dual system of*

training, which is notable for smoothing the transition from school to work, cost-sharing among enterprises, the government, and apprentices; and providing high quality and flexible programs"(Middleton, J et al, 1996:29).

From the South Korean experience with HE, we learn that, for purposes of accountability and greater responsiveness to the changing needs of the labour market "*greater autonomy and less governmental interference have the effect of enhancing universities and colleges as viable, academic institutions*" (Yee, H. A 1995:107). The functions that can effectively be carried out by institutions and the private sector needs to be identified and handed over to them. The move should be towards greater partnership between the private sector and HEIs, which should focus on "... *exploiting and enhancing technological opportunities and translating them into activities that can have a competitive edge*"(Selvaratnam V, 1994:90).

4.6 Policy Challenges to Higher Education reform

Before concluding this chapter, it is important to identify and discuss some major policy challenges that confront HEIs and manpower planners in the quest for a demand-driven system of HE. These policy challenges affect HE and successful implementation of HRD policies either directly or indirectly. Though it might not be possible to provide strategies to deal with all these challenges here, it should be noted that successful reform of HE in Zimbabwe could seriously be hindered by these obstacles.

4.6.1 Inadequate funding

Tertiary Education in Zimbabwe is so under funded that it cannot be expected to produce well-trained graduates. To quote the Second Five Year National Development Plan, 1991-1995(p76) "*Although human resources development is a key element in Government's development strategy, funding levels for this sector have been inadequate. Since independence, the demand for educational and training facilities has far exceeded the ability of government to satisfy such that coupled with*

the demands of other sectors, this has led to a high Government budget deficit".[37] For example the average pass rate in the technical fields is reported to have remained below 50%. (MOHET, 1997:12)

4.6.2 Inadequate training facilities

There are inadequate facilities to train higher level personnel in such specialised fields as land and quantity surveying, architecture, irrigation engineering, mining technologies where skill shortages exist (Ibid.). Shortages of capital equipment in the form of laboratory equipment, computers, textbooks etc. and qualified technical teaching staff at all education levels is a disturbing feature in Zimbabwe and this has seriously hindered HRD initiatives especially in science and technology and the result has been the production of half-backed scientists and technicians. Zimbabwe continues to heavily rely on expatriates to fill some of these vacancies. For example, in 1986, 1 835 work permits were issued and in 1990, 1 505 work permits were issued, showing a continued reliance of the economy on foreign nationals (Ibid.).[38]

4.6.3 Lack of a science and technology policy

Zimbabwe suffers from lack of an explicit science and technology policy.[39] The current science and technology programs are also fragmented in various sectors. Without a clear-cut science and technology policy, it becomes increasingly difficult to determine areas of priority in teaching and research, and how the curriculum can be designed to reflect the changing needs of the economy. It also becomes difficult to determine possible areas where co-operation between industry and HEIs can be enhanced. The need for a science and technology policy that will encourage the private sector to invest in labour-based production processes has actually been underscored in various fora.

37 Second Five Year National Development Plan, 1991-1995: 1991.76.

38 Retention of expatriates often on high wages is a reasonable indication of unmet demands

39 Global developments are clearly suggesting that the intensification of science and technology as well ICT are adequate stimulus for economic development.

It should be noted that a science and technology policy needs to be carefully studied and evaluated before it is enunciated. This requires heavy consultations between government and its social partners. In the absence of an agreed framework of co-operation between the stakeholders, it becomes increasingly difficult for a technology policy to be mapped out. However, despite numerous attempts to institutionalise the co-operation between the government and its social partners, through the formation of a social contract, nothing concrete has been achieved. Hopefully, if successfully negotiated, the social contract would act as a springboard for the success of all other tripartite bodies that have not been properly functioning because of lack of clear mandates and incentives from a nationally agreed framework of co-operation.

4.6.4 Internal and external brain drain

Low salaries and poor working conditions in government, especially for lecturers and teaching staff have resulted in failure to attract highly qualified and competent teaching staff. This has also resulted in an internal brain drain where the majority look for employment in the private sector and more seriously an external brain drain where a large number of them have left the country for greener pastures like South Africa, Botswana, the United Kingdom and other parts of the world. The brain drain is causing serious decline in staff quality as can be seen from the declining numbers of teaching personnel with PHDs and higher qualifications in the country's HEIs.[40] In most instances, the offering of academic courses is based on the availability of teaching staff and not on demand. Programs in the areas of Accountancy, Engineering and Computer Science, IT and Technical Teacher Education, which are in demand, have suffered mainly because of lack of adequately qualified teaching staff. This has tended to limit enrolments in these areas. On the contrary, enrolments in the social sciences, arts and other less technical fields have tended to rise instead.

40 An average of 300 Zimbabweans are leaving the country every month to take up employment in other countries, which in most instances is much below their standards of educational attainments. The health sector, HE and engineering sectors have been the hardest hit. www.mg.co.za/mg/news/2000feb2/22Feb-Zim.html.

4.6.5 Corruption and lack of accountability

HEIs flourish in an environment that promotes and encourages innovation, achievement and accountability, while discouraging corruption and exploitation of poorly informed consumers (TFOHES, 2000:52). High-level corruption and lack of accountability are among the factors that have been identified as major threats to development of a framework of co-operation between the private sector and the government in educational reform and other developmental issues in Zimbabwe.

4.6.6 Political violence and increasing lawlessness

Zimbabwe has been hit by a wave of lawlessness emanating from the land redistribution program, which is scaring foreign investors and reducing trade in the region since the past three years. It becomes difficult to talk about investment and job creation in an environment of fear and intimidation. With the social, economic and political tension running high, everybody seems to be living one day at a time as it is increasingly becoming difficult to determine the way forward and all hopes are hinged on the outcome of the Presidential elections, scheduled for March 2002.

4.7 Conclusion

Though the depressed macroeconomic environment has had a negative impact on graduate recruitment, the above discussion has revealed serious flows in the HE system, which needs to be corrected. While there is need to pay more attention to the role-played by LMI in guiding decision making in HE, it should be noted that partnerships and strategic alliances between HEIs and the private sector is key to improving relevance and responsiveness of HE to the ever changing labour market.

The next chapter, which is the final chapter, looks at the policy implications of the issues that have been raised in this study, at both macro and micro levels. The policy recommendations have been arrived at after careful consideration and if adopted, it is hoped that, they will go a long way in ensuring that HE in Zimbabwe becomes more responsive to the ever-changing needs of the labour market.

CHAPTER FIVE (5)
The Future of Higher Education in Zimbabwe

"*Policy is important, but execution is more important*"(Professor S.M.E. Bengu 1995).*[41]

5.1 Introduction

It appears so many people in Zimbabwe have lost faith in the system of HE in general and university education in particular. The findings of this study seem to strongly suggest that HE in Zimbabwe is slowly becoming a certifying function than an educational process, and this is a time bomb that needs to be diffused before it explodes. This is a rather harsh but at the same time an inescapable comment. However, not so surprisingly, enrolments in HEIs have been going up so rapidly, suggesting a growing demand for HE. This clearly points at the need for the nation to mobilise its scarce resources towards ensuring that society maximises its returns on this sizeable investment.

Having said all this, the question that needs to be answered is; "*Where do we go from here*?" Despite all these identified limitations, it appears that there is more hope than hype for HE in Zimbabwe. The following policy options are suggested for consideration in the quest for solutions to the HE crisis in Zimbabwe.

5.4 Policy Recommendations

5.4.1 Private Sector-Higher Education Partnership

What emerges from this study is the need to establish a framework for public and private sector partnership in the development of the educational infrastructure. The necessity for both industry and HEIs to be able to define their aims and needs with respect to qualified manpower, to co-ordinate and communicate effectively in order to achieve these aims should be regarded as a high priority area in the quest for a

* Professor Bengu is Minister of Education in South Africa

41 www.polity.org.za/govdocs/white_papers/edu1.html

demand-driven system of HE. For industry, without a proper and clear picture of its relationship with HEIs, there is no way of transmitting its needs to the latter. Only when these needs are properly formulated will there be a possibility of being able to effectively assess the responsiveness and relevance of HE to the labour market.

With regard to the above, a comprehensive HRD Plan, negotiated by the social partners, and linked to the overall macroeconomic objectives of the country, needs to be put in place. Some countries, particularly the East Asian Economies have not only been able to improve the quality and relevance of their HE systems to the labour market, but have also been able to link their HRD policies to the overall macroeconomic policies. From the experiences of these countries Zimbabwe can learn that: " *Successful implementation of higher education reforms has been shown to depend on (1) the establishment of a coherent policy framework; (2) greater reliance on incentives and market-oriented instruments to implement policies; and (3) increased management autonomy for public institutions*" (World Bank 1994:9).

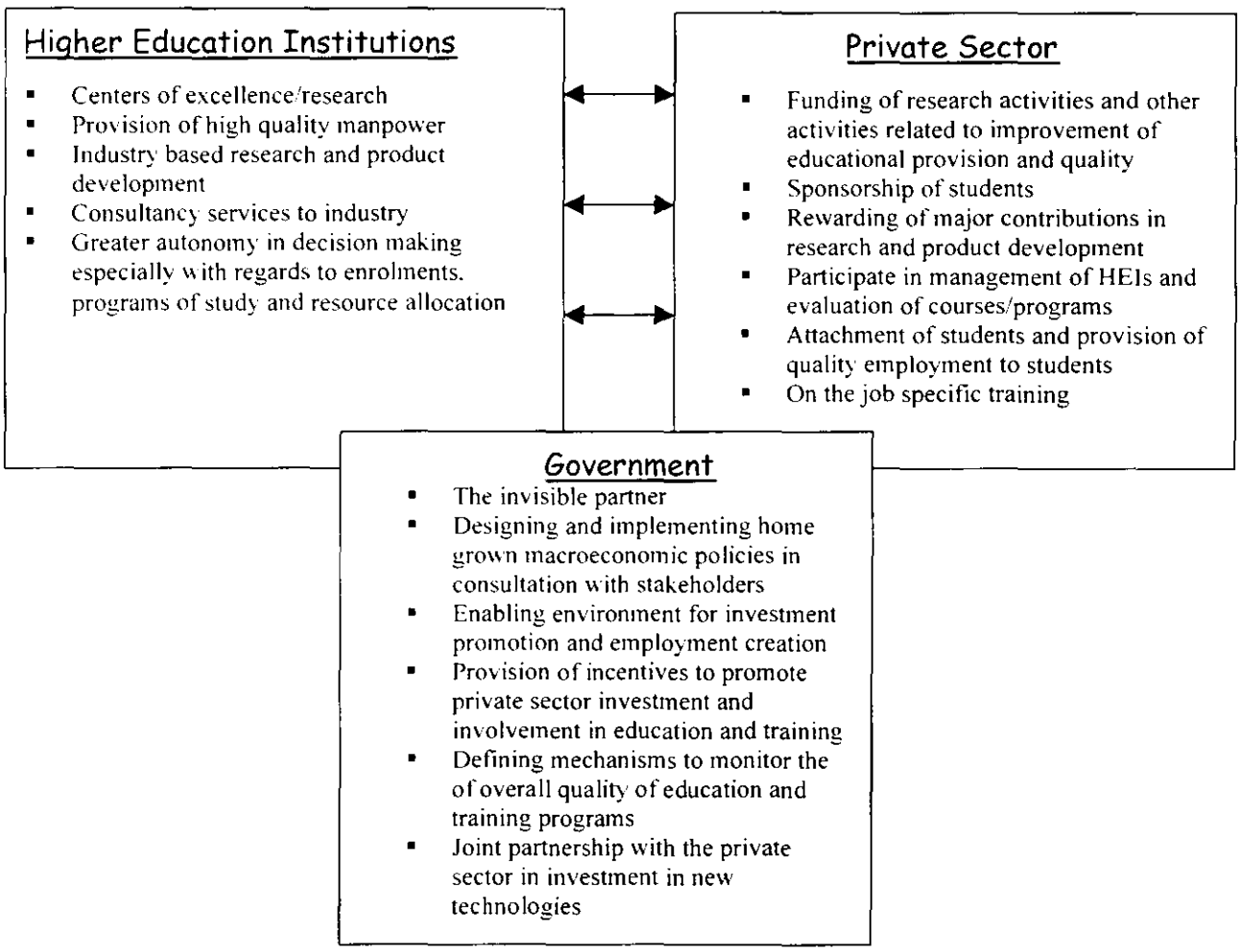
Various forms of co-operation between the private sector and HEIs can be developed as a strategy to make sure that HE is more aligned to the needs of the economy, for example;

- Establishment of industry led boards, which draws on representatives from relevant industrial sectors and HEIs. These will be responsible for, among other things, influencing the curriculum content at faculty and/or college level.[42]
- Increased participation of the private sector in industrial attachment of students, secondment of industrial personnel to HEIs and of academic staff to industry.
- Establishment of centers of excellence to pioneer research and development that is more inclined to solving practical problems.
- Private sector involvement in HE can also be enhanced by ensuring that the duration of academic courses is determined by workplace requirements rather than traditional academic criteria, as is currently the case.

42 In the Philippines, these boards are referred to as Industry led Boards of Trustees and these are responsible for the planning and analyses of training needs at local level, and in particular for the performance of the institutions.(Baud, 1996:iv)

The relationship that is being suggested here can be summarized in the following three(3) -tier structure:

Figure 4: Relationship between the State, the Private Sector and HEIs



Source: Author

5.4.3 Labour Market Information

There is need to identify the respective roles and niches of different stakeholders in the collection, analysis and dissemination of LMI. This will pave the way for greater co-ordination among the stakeholders and development of methods for quality control and assessment of HE programs. This should be done not only to avoid duplication but also to ensure efficiency and greater information sharing as much as possible.

The table below represents a policy matrix for LMI for HEIs.[43]

Table 11: Integrated LMI System for HE

What Information	Assumptions	Whose responsibility
Annual Graduate Destinations	-graduate destinations are a legitimate, highly instructive and informative source of evidence on general receptiveness of employers to educational programs. -information is useful not only to prospective students but also to policy makers, especially in designing curriculum that is reflective of the needs of the labour market.	HEIs
Partnership Analysis	-Partnership between HEIs and industry can ensure that curriculum and the teaching methods reflect the needs of the latter. -HEIs need to have an understanding of the possible areas where their graduates are likely to be employed and to develop closer ties with them.	HEIs
Professional Career Patterns of graduates	-Information provides an understanding of the qualifications that are necessary or useful for a longer period in working life than just the first few years of one's working life. -Information can be used for career/ vocational counseling purposes	Public/private career services departments HEIs
Educational Backgrounds/Profiles of those working in specific jobs or occupations	-information provides an understanding of the extent to which jobs or occupations for which a specific educational program trains are also covered by other educational or training programs	Joint projects between NAMACO, industry and MOHET.
Recruitment Strategies/ Criteria of employers	-Information can be used in preparing the graduates for employment	Public/private career services departments HEIs
Relationship between qualifications and their utilization at the workplace	-Makes it possible for qualitative mismatches between skills and jobs to be identified and corrective action taken. This may relate to over-utilisation or underutilisation of skills.	Joint projects between NAMACO, MOHET and industry
Technological innovations and their impact on skill requirements	-information is useful in the designing of educational programs, or the restructuring of existing ones to reflect current changes in the labour market	Same as above

Source: Author

43 The list is not exhaustive but provides useful policy considerations.

5.4.3 External Evaluation of Courses/Programs

While the present system, which relies on external examiners/evaluators drawn from experienced lecturers from other colleges and universities within and outside Zimbabwe is important in that it promotes standardization of academic courses as well as cross linkages and exchange of ideas between HEIs, there is need to incorporate specialists and captains of industry from the private sector and other employing organizations in these exercises. These specialists should not be taken as consultants, or in their individual capacities but in their capacities as representatives of their organizations. Taking note of evaluation comments and observations from industry makes it easily possible to fine-tune the courses to reflect the requirements of the labour market.

With the rapid technological changes and globalisation, it appears the present practice of evaluation of technical and vocational training courses/programs after every five years is no longer feasible. There is probably the need for constant evaluation, at least once in every two or three years, of courses/programs to ensure that they are up to date with the changing labour market structures.

5.4.4 Staff Development

There is no doubt that the quality of student learning and the whole academic environment can be improved by enhancing the quality of academic staff. The need for in service training and refresher courses for lecturers to keep them abreast of the modern approaches to teaching and curriculum development was underscored in the interviews. While a policy of attaching university lecturers to outside universities during sabbatical and/or contact leave is in existence as a measure to expose them to more modern teaching methods, this needs to be extended to teaching staff in non-university colleges as well. Attaching lecturers to relevant industries (as research associates or consultants), where they will be able to get a practical feeling of the expectations of industry from HE should be given due consideration. This should be done in order to ease the burden of trying to balance theory with practice in the curricula as well as in their (lecturers') day-to-day interaction with students. In line

with this. the promotion of lecturers should be based on the quality of research and publications.

5.4.5 Funding of HEIs

Improving the quality of HE has serious cost implications on the part of the cash strapped government. What this therefore means is to relieve the burden on public sources of financing HE by diversifying sources of finance for HEIs on one hand and introducing cost-sharing measures between students and HEIs on the other hand.[44]

Funding mechanisms. which promote accountability, flexibility and competition among HEIs need to be developed. Lessons can be drawn from Chile, which has managed to develop a quality based funding system of public HEIs. Competition for public resources by HEIs has been used as a stimulus for improved quality and efficiency in HE.[45] HEIs in Chile are ranked according to quality of research, publications and funds allocated accordingly. This is possibly the best way to promote competition among HEIs and accountability on the use of public funds. This will naturally help in improving quality of educational programs and efficiency of HEIs.

It should also be noted that government funding makes HEIs extremely dependent on government policies which are often times rigid. highly bureaucratic and with a long response time which renders them non-responsive to industry needs. While it may not be possible to do away completely with government funding, diversifying sources of finance on the part of HEIs provides them with an opportunity to balance own policies and government policies for increased efficiency.

5.4.6 Resource Sharing among HEIs

A system of resource sharing, especially with regards to exchanges of academic personnel, research staff, textbooks and other learning materials needs to be developed. What comes to mind here is the Dutch system of Inter-Library Loan

44 This is a budget neutral reform and can be implemented immediately. The logistics of catering for students from low-income families can be worked out.

45 World Bank 1996:50-54

Facility, which allows students studying anywhere in The Netherlands to have access to library books from any library within The Netherlands. Other than ensuring that newly established HEIs are not disadvantaged in the early years of their establishment, this system promotes greater co-operation among the institutions and is an effective way of dealing with the problem of shortage of learning resources and out of date library collections, which have been blamed for the poor quality of both the system of HE as well as its output. This is also a way of ensuring that the scarce resources are used efficiently.

5.4.7 Students and Industrial Attachment

In line with the principles of continuous improvement, at least all programs offered at HEIs should have a compulsory industrial attachment component ranging from six(6) to twelve(12) months depending on the length of the program. This is possibly the best way of ensuring that employers play a proactive role in HRD at this level and any deficiencies with regard to linkages between theory and practice in the courses are easily identified and corrected rather than to wait for students to enter the labour market first.

Experience with industrial attachments has shown that most employers treat the students placed with them for work experience as a recruitment pool from which they may select the best for permanent employment. Even though most graduates are capable of learning new things with relative ease, employers seem to want work experience so that they do not have to spend time and money especially on initial training. Industrial attachments and work experience provides the student with "... *occupationally specific knowledge about the relationship between theory and practice in 'real' situations; and ... broader insights about the work place and how to manage effectively within it*"(Brennan J. L et at 1993:129). The success of the graduates from NUST in acquiring employment soon after graduation clearly demonstrates the importance of industrial attachment.[46]

46 The Herald issue of 20 July 1996 reported that all the 282 students who had just graduated from the NUST had secured jobs and that the majority were absorbed by companies to which they were attached.

Special emphasis should be placed on attaching students in small businesses as a way of aiding in the development of these organisations. For example, the contribution that an accounting, marketing or a business management student attaché would offer to a small business, or the contribution that a mechanics student would give to a small garage owner is immense. Apart from modern business management skills, or bookkeeping practices, or modern production techniques to the business organisations, the students would also learn some survival strategies from the business owners which cannot be provided in the education system but which they would need when they want to venture into self-employment.

5.4.8 Financing of Industrial Attachment

It used to make sense for ZIMDEF to control the funding process of industrial attachment when student numbers enrolling for HE were still low. With the increases in student enrolments, this system is no longer viable. The 3% levy that companies contribute towards HRD activities has also proved to be inadequate. A way of raising more financial resources for industrial attachment without necessarily straining the private sector is to have part of the money included in the tuition paid by the students.

In terms of administration and management of these funds, this needs to be decentralised to HEIs. This will ensure efficiency and proper co-ordination of the process between industry and HEIs, especially in terms of timely disbursement of the funds to students on attachment and to lecturers when they conduct industrial visits during supervision exercises. ZIMDEF authorities would come in only as auditors of the funds, to ensure/monitor efficiency and accountability.

5.4.9 Control of the ZIMDEF Training Levy

Successful implementation of HE reforms should not be expected to take place smoothly if the decision to allocate resources, specifically financial resources continues to be done through bureaucratic procedures. While NAMACO was given executive powers in some areas recently, its role has largely remained inhibited by the mere fact that it does not have control over financial resources, neither does it have a

final say on the allocation of the same. The Higher Education Minister has broad powers as to how he may use the fund or any of its assets. Given this set up, it becomes highly difficult to make decisions, which ensures optimal use and allocation of resources.

In line with the changing role of government being suggested in this study, serious considerations should be made with regards to giving NAMACO responsibility to determine the use and allocation of the fund.

5.4.10 Selective Expansion Policy

As a reaffirmation of the point raised earlier on, a choice needs to be made between university expansion and non-university expansion. However, with the increasing numbers of youth graduating from secondary schools and the rising levels of unemployment especially among the educated, what is needed is to put a halt to the continued expansion of university education and channel resources towards the development and strengthening of non-university institutions as a strategy to respond to the training and retraining needs of business and industry. "*Such institutions include polytechnics in the United States, Institutes Univeritaires de Technologie in France, higher vocational schools (HBO Institutes) in the Netherlands, technical institutes in Mexico, special training schools (Senshu Gakko) in Japan, and so forth*"(Altbach P.G and Johnstone D.B 1993:14). These need to be linked with university programs through appropriate transfer mechanisms such as credit systems and equivalency provisions.

This is however not to undermine the importance of university education but rather a strategy that is aimed at accommodating the increasing numbers of secondary school-levers on one hand, and ensuring that HE produces the human resources that is needed for the shopfloor as well as the non-formal sector on the other hand. This also makes it possible for the aspirations of the graduates to be synchronized with economic needs and the employment opportunities available in the economy.

Considering the current financial constraints and the need to control enrolments in certain areas, selective expansion is a better policy option than the automatic admission policy. It has been demonstrated in Chapter three that there is an oversupply of graduates in the arts and humanities, whilst other professions are undersupplied. A way to deal with this problem is to limit enrolments in these areas and increase enrolments in those areas considered important for economic growth. At high school, this could be done by reducing examination fees in the prerequisite subjects for the latter, and at tertiary level, this could be done by lowering tuition in these areas.[47]

5.5 Concluding Remarks

This study has highlighted some serious disconnects between HE and the labour market at both macro and micro levels. However, the absence of a standard definition of an ideal Higher Education-Labour Market relationship made the analysis extremely difficult. While there is increasing need to make HE more relevant to the needs of the labour market, the direction this relationship should take is increasingly becoming difficult to determine in the sense that even if people become increasingly employed, the content of their work is increasingly becoming so difficult to predict. The situation is also made more complex because of the increasing volatility of the labour market as a result of rapid globalisation and the technological revolution.

As has been demonstrated already, this revelation does not however mean that there is absolutely no remedy for the HE crisis in Zimbabwe. This paper argued that even though the state remains the largest provider and funder of HE in Zimbabwe, no longer should it continue to have monopoly over the decision making processes, especially with regards to the allocation and use of resources, enrolment patterns and provision of educational courses. While playing the role of the invisible partner, the state should leave the playfield in the hands of the private sector and HEIs.

47 The current practice is actually the opposite.

It has also been the central argument in this paper that HE by itself cannot solve the unemployment and underemployment problems in the country. The paper argued that an attempt to reform the HE system without a significant change in the economic situation of the country will have little or no impact on the employment prospects and quality of employment for the educated Zimbabweans. What needs to be done has been made clear. The overall success and development of Zimbabwe will depend on the ability of policy-makers to integrate macroeconomic policies and HRD policies, otherwise the transformation of the economy will largely remain an elusive concept.

In the process of carrying out this research, it became evident that a detailed assessment of the graduate labour market requires a wide range and quality of data, which is currently not available in Zimbabwe. Because of this, some of the research questions, more specifically, research questions (i) and (ii), have not been adequately addressed. This shortcoming, though a major drawback, helped to strengthen the point that, increasing emphasis need to be placed on a systematic collection, analysis and dissemination of LMI which should be used to guide the policy and decision making processes in HE. With the realisation that the development of an effective LMI system requires time, resources and expertise which may not always be available in adequate proportions, this paper has gone a step further to provide examples of labour market signals which could be used to evaluate the labour market impact of educational programs, even in the absence of a comprehensive LMI system.

While there is no doubt that greater co-ordination and linkages between HEIs and the private sector would go a long way in contributing to the relevance of HE to the needs of the labour market, it appears the toughest challenge to improve relevance of HE lies with the HEIs themselves. The ability to understand and interpret the changes taking place in the labour market and to translate these into achievable educational plans becomes of paramount importance. As the study has shown, HEIs need to invest in their capacity to collect, analyse and disseminate LMI relevant for their use. For example, the involvement of HEIs in the specification and design of Labour Force Surveys could ensure that they are appropriately penetrating and timely.

As has been demonstrated, it is in the interest of HEIs to become more confident and skilled in terms of appraisal of employer requirements for mid-career updating and continuous professional development as well as for preparing new workforce entrants, lest they continue to be blamed for producing poor quality human resources. Research needs to acquire databases necessary to observe, analyse and anticipate trends in the world of work more efficiently and translate these into educational programs (UNESCO. 1998:26).

Notwithstanding their shortcomings, tracer studies on graduates, for example, would at least provide information on the speed of entry into the labour market, type of work, type of employing organizations, and the receptiveness of employers to these new entrants. Keeping other things constant, such studies would establish whether the courses are justified in terms of the types of employment found by the graduates. The information can be useful in understanding the competitive advantage of HE programs on the labour market and decision making with regard to further differentiation in educational programs. Such information can also be used, for instance, to provide prospective students, and the graduates with information about their career prospects so that they donot choose courses or enter the labour market with asymmetric information and too high career prospects (Cave, M. et al 1988:70).[48]

Though there is no specific formula applied on the choice of countries discussed in this paper, the study has benefited immensely from the wide range of country experiences picked from the literature which can be said to represent good practices in the setting up of demand-driven systems of HE. This has been done in order to adequately inform the process of policy analysis and policy choice for Zimbabwe as she tries to find solutions to improve the quality and relevance of HE to the labour market. Important lessons have been drawn relating to; use of performance and output indicators in evaluation of HEIs, the ideal relationship between the state, the private

48 As has already been pointed out, tracer studies would need to be complemented by having more information on educational profiles backgrounds of employees in various occupations (both in the formal and informal sectors) included in employee surveys.

sector and HEIs. importance of LMI in educational planning, and how to link funding mechanisms to quality and performance of HEIs.

5.6 Suggestions for further study

After all has been said and done. financial and other resources needed to develop and improve HE especially when it is provided in public institutions. will remain insufficient. Considering that there is presently "chaos" in HE in Zimbabwe with regards to the question "*Who should pay for HE?*" further research needs to be carried out in line with setting up of funding mechanisms, which promotes competition among HEIs. and efficient utilisation of resources. This should be done in the light of the fact that public HEIs will continue to absorb the majority of the students even if the role of the private sector in HE provision is enhanced. and that subsidization of HE, results in HE being so economically attractive even when jobs are not readily available after graduation (World Bank 1994). Future investigations should focus on how additional resources can be mobilised for HE and more importantly, how the role of the international community can be enhanced in terms of;

- Direct funding of HE reform programs at national and institutional level.
- Provision of ready access to experiences of other countries with HE.
- Institutional capacity development
- Exchanges and development of human resources without necessarily causing a brain drain.

The relationship between HE and the labour market is not static. What is relevant today may be irrelevant tomorrow. And also. gone are the days when HEIs used to have monopoly over knowledge. This means that the qualitative aspects of HE should be continually examined. And lastly, further research needs to be done to reveal the complexity of interactions between the student choices and their aspirations and labour market needs and demands which lead to a situation where some graduates walk straight into full time. productive and highly rewarding employment while others find themselves in marginal employment (Brennan. J. L et al 993).

APPENDIX 1

Notes on Methodology:

Though the research methodology was mainly content analysis. Interviews were conducted to obtain additional information. which was needed to support and complement the literature review, and also to answer certain unclear questions from the literature. The following is a list of organisations with whom interviews were conducted:

- Two employers' organisations (EMCOZ and ZNCC)
- Six PEAs out of about forty (40) operational PEAs in Harare
- MOHET
- NCFHE and
- The UZ

With regard to employers, interviews were not based on the experiences of individual firms with HE, but on the adequacy of the system of HE in its totality to produce the required manpower for the economy. This limited the interviews to only the representatives of the employers identified above. Though originally on the schedule, no interviews were conducted with the Confederation of Zimbabwe Industries (CZI) because the person who was said to be knowledgeable about the subject could not be contacted despite several attempts to contact him.

A total of ten Private Employment Agencies (PEAs) including the Association of the PEAs, were selected for interviews out of about forty operational PEAs in Harare. However, only six were finally interviewed. The other four could not be interviewed mainly because the respondents kept on rescheduling the interviews sighting their busy schedules as the inhibiting factor. PEAs were chosen because they are in constant touch with both the employers and graduate job seekers and are better placed to give unbiased views of the weaknesses of HE in Zimbabwe based on what they see happening in the labour market. Getting views of PEAs was a very interesting exercise, especially considering that the researcher had not come across any study, which tried to incorporate the views of these important middlemen.

Because of the centralised nature of the HE system in Zimbabwe, it was found not necessary to conduct interviews with individual HEIs, except for the University of Zimbabwe where important information was obtained on graduate destinations. So on the supply side, interviews were conducted with representatives from the Ministry of Higher Education, Science and Technology and the National Council for Higher Education.

List of Respondents

Interview (a): Mr. Murairwa- Department of Research and Statistics
Ministry of Higher Education, Science and Technology

Interview (b): Mrs. F.J Mkushi- Executive Secretary
National Council of Higher Education

Interview (c): Mr. K. Mufukare- Training Manager
Employers Confederation of Zimbabwe Industries

Interview (d): Mr. James Jowa - Chief Economist
Zimbabwe National Chamber of Commerce

Interview (e): Mrs. Magaramombe Deputy Dean Student Affairs Department
University of Zimbabwe

Interview (f): Mr. Nyakudya L- Executive Director
Universal Employment Agency

Interview (g): Ms Kawodza S- Executive Director
Eclipse Employment Agency

Interview (h): Mr. Cooks E- General Manager
Cooks Employment Agency

Interview (j): Mr. Makoni- President
President of the Association of Personnel Consultants

Interview (i): Mr. Bfepfepfe Executive Consultant
Employment and Executive Services

Interview (h): Mrs. Maposa-Consultant
Executive Human Perfomance Solutions

REFERENCES

Albrecht D and Ziderman A (1991): Deferred Cost Recovery for Higher Education: Student Loan Programs in Developing Countries (The World Bank)

Albrecht D and Ziderman A (1992): Funding Mechanisms for Higher Education: Financing for Stability, Efficiency, and Responsiveness (The World Bank)

Ashworth, A. and Harvey, R.C(1994):Assessing Quality in Further Education and Higher Education (Jessica Kingsley Publishers).

Batenburg, R and deWitte, M (2001): "Underemployment in the Netherlands: How the Dutch Polder model Failed to Close the Education-Job Gap", in Nichols, T(ed): The Journal of The British Sociological Association (BSA Publications).

Bennell, P.. "The Cost- Effectiveness of Alternative Training Modes: Engineering Artisans In Zimbabwe" in: Comparative Education Review-37 (1993) no. 4.

Bennett, N et al (2000): Skills Development in Higher Education and Employment (Society for Research into Higher Education and Open University Press).

Blomqvist, A (1987): "Higher Education and the markets for Educated Labour in LDCs: Theoretical Approaches and Implications" Discussion Paper, Education and Training Series Report No EDT54 (The World Bank)

Brennan, J. L (1993): Students, Courses and Jobs: The Relationship Between Higher Education and The Labour Market (Jessica Kingsley Publishers)

Castells, M: "The University system: Engine For Development in World New World Economy" in Ransom et al (1997): Improving Higher Education in Developing Countries. (World Bank 1997).

Cave, M.et al (1988): The Use of Performance Indicators In Higher Education (Jessica Kingsley Publishers).

Chairmanship of the National Advisory Board on Higher Education (1992): Quality Assessment of Higher Education in Denmark (Centraltrykkeriet i Skive)

Chikombah, C.E.M.(1988): Education Issues In Zimbabwe Since Independence (Stockholms University).

Cipher, J. M. and Dietz, J. L 1997: "Population, Education and Human Capital" in The Process of Economic Development (London Routledge).

CountryWatch.Com (2001): Zimbabwe Country Review 2001(CountryWatch.Com)

Corner, L (1986): " Human Resources Development Strategies for Developing Countries: A Survey of the Major Theoretical Issues" in Human Resources Development in Asia and the Pacific: Its Social Dimension (United Nations and Social Commission for Asia and the Pacific)

CSO Zimbabwe (July 2000): 1999 Indicator Monitoring- Labour Force Survey (CSO Publications).

Dahllof, U. et al (1991): Dimensions of Evaluation: Report of the IMHE Study Group on Evaluation of Education (Jessica Kingsley Publishers).

Embling, J. (1974): A Fresh Look at Higher Education (Elseveir Scientific Publishing Company).

Gasskov V. (2000): Managing Vocational training Systems: A Handbook for Senior Administrators (ILO Publication)

Geest, W and Hoeven, R. Ed (1999): Adjustment Employment and Missing Institutions In Africa: The Experience in Eastern and Southern Africa (ILO Geneva).

Government of Zimbabwe (1982): Transnational Development Plan Volume 1, 1982/3-1984/85 (Amalgamated Press Pvt Limited, Harare).

Government of Zimbabwe (1983): Transnational Development Plan Volume 2, 1982/3-1984/85 (Government Printers, Harare).

Government of Zimbabwe (1990): National Council for Higher Education Act: Chapter 28:08(Government Printers, Harare).

Government of Zimbabwe (1991): A Framework For Economic Reform: 1991-1995(Government Printers, Harare).

Government of Zimbabwe (1991): Second Five-Year National Development Plan 1991-1995(Government Printers, Harare).

Government of Zimbabwe (1996): Manpower Planning Development Act Chapter 28:02(Government Printers, Harare).

Government of Zimbabwe (1996): Zimbabwe Program for Economic and Social Transformation (ZIMPREST), 1996- 2000(Government Printers, Harare).

Green D (Ed.)(1994): What is quality in Higher Education? (Society for Research into Higher Education and Open University Press).

Grubb N.W. and Ryan, P (1999): The Role of Evaluation for Vocational Education and Training: Plain Talk on the field of Dreams (Kogan Page)

Hinchliffe K (1985): Issues Related to Higher Education in Sub- Saharan Africa: World Bank Staff Working Papers Number 780(World Bank Publication).

International Foundation for Education with Production (1990): Education and Employment in Southern Africa: Defusing the Time Bomb (IFEP Gaborone).

Jackson, N. (2000): Benchmarking for Higher Education (Society for Research into Higher Education and Open University Press).

Kanyenze, G. et al (2000): Strategies To Combat Youth Unemployment and Marginalisation in Anglophone Africa (ILO/SAMAT).

Leonor, M.D. (1985): Unemployment, Schooling and Training in Developing Countries (Croom Helm).

IAU (June 2001): The Quarterly Journal of the International Association of Universities: Higher Education Policy Vol. No 2: Out of Africa: Planning Change and Reform (Pergamon).

Mangundhla, R and Levine, V., 2000: Strategies to Combat Youth Unemployment and Assist Marginalised Youth in Zimbabwe (ILO/SAMAT Harare).

Maginn, A. and Dench, S. (2000): Labour Market Information for Higher Education: A Guide (Institute of Employment Studies).

McMeekin, R.W. Jr. (1975): Educational Planning and Expenditure Decisions in Developing Countries (Praeger Publishers).

Middleton, J. et al (1996-first pub 1993): Skills for Productivity: Vocational Education and Training in Developing Countries (Oxford University Press).

Ministry of Education, Sport and Culture Zimbabwe (1996: p87) Annual Report of the Secretary for Education, Sport and Culture for year ended 31st December 1996): (Government Printers)

Ministry of Higher Education (1997): Human Resources Development Plan 1996-2000 (Government of Zimbabwe)

Ministry of Public Service, Labour and Social Welfare, Zimbabwe (1999): Jobs for Africa Programme, Country Specific Action Programme and Budget for Zimbabwe (ILO Publication)

Mtetwa, C.C. (1991): Educational Expansion and Youth Unemployment in Zimbabwe 1979 – 1990: Doctoral Thesis (University of Albertina).

Mungazi, D. A and Walker, L.K (1997): Educational Reform and the Transformation of Southern Africa (Praeger).

National Economic Planning Commission (1998): Zimbabwe Vision 2020 and Long- Term Development Strategies (Government of Zimbabwe).

Netherlands Development Co-operation (1994): International Co-operation in Higher Education (NDC Publication).

Nijhof, W.J and Brandsma, J. (1999): Bridging the Skills Gap between Work and Education (Kluwer Academic Publishers).

OECD (1995): Educational Reform In Relation To The Needs of the Labour Market: OECD Working Papers.

Ponsioen, J. A. Ed (1972): Educational Innovations in Africa: Policies and Administration (ISS, The Hague).

Psacharopolous, G. et al (1983): "Manpower Issues in Educational Investment: A consideration of Planning Processes and Techniques". World Bank Staff Working Paper 624 (Washington D.C)

Psacharopolous, G. and Velez, E: "Educational Quality and Labour Market Outcomes: Evidence From Bogota, Colombia" in Journal of Sociology of Education Vol.66, Number 2 1993 (The American Sociological Association).

Psacharopolous, G (1994): "Returns to Investment in Education: A Global Update"(World Bank, Vol. 22, No. 9)

Report of the Presidential Commission of Inquiry Into Education and Training in Zimbabwe, 1999 (Nziramasanga C.T. Commission).

Richards P. and Amjad R (Ed)(1994): New Approaches to Manpower Planning and Analysis (ILO Publication)

Selvaratnam V. (1994): Innovations in Higher Education: Singapore at the Competitive Edge (The World Bank Washington D.C)

Sohlman, A (1981): Education, Labour Market and Human Capital Models: Swedish Experiences and Theoretical Analyses: Doctoral Thesis (University of Stockholm)

Task Force on Higher Education and Society (2000): Higher Education in Developing Countries: Peril and Promise (International Bank for Reconstruction and Development/World Bank).

The World Bank (1986): Financing Education in Developing Countries: An Exploration of Policy Options (A World Bank Publication)

The World Bank (1988): Education in Sub-Saharan Africa: Policies for Adjustment, Revatilisation, and Expansion (A World Bank Policy Study)

UNESCO/OECD (2000): Investment in Education: An Analysis of The 1999 World Education Indicators: Education and Skills (OECD).

William S (St) (1992): Universities in Africa: Strategies for Stabilisation and Revitalisation (World Bank Technical Paper, No 194- African Technical Department).

Willem van Der Geest and Rolph Van Der Hoeven, (1999): Adjustment, Employment and Missing Markets in Africa (ILO Publication).

World Bank (1994): Higher Education: The Lessons of Experience (World Bank Publication).

World Economic Forum (2000): The Global Competitiveness Report 2000 (Oxford University Press).

NAMACO (1997): Manpower Needs Survey Report (NAMACO).

Yee, H. A (1995): East Asian Higher Education: Traditions and Transformations (IAU Press, Pergamon).

ZIMDEF Bulletin (Jan 1999): National Human Resources Development News (Corporate Angle)

ZIMDEF Bulletin (May 1999): National Human Resources Development News (Corporate Angle)

ZIMDEF Bulletin (Jan 2000): National Human Resources Development News (Corporate Angle)

ZCTU (1996): Beyond the Economic Structural Adjustment Program: Framework for A long- Term Development Strategy in Zimbabwe (Radix Consultants).

Unpublished Documents/ Papers

Baud, I. (1996): "Strengthening Private Sector Participation in Philippine Technical and Vocational Education and Training - Strategic Report"(UNIDO).

Baud, I. (2001): MEL 220 Lecture Notes

ILO (1991): "Manpower Planning and Analysis: An Issues Paper": Workshop On New Approaches To Manpower Planning And Analysis, Organised by The Employment Planning and Population Branch, Geneva, 3-4 October 1991

Kanyenze, G. (2001): "The Performance of the Zimbabwean Economy, 1980-2000" ZCTU Economics Department.

Kanyenze, G. (1997): "Youth Unemployment In Zimbabwe" Paper
Presented At the National Workshop on Youth Unemployment in Zimbabwe
November 25, 1997 Sheraton Hotel, Harare, Zimbabwe.

Martin G (1991): "Planning for Vocational Education, Training and Employment: A Minimalist Approach" Paper presented at a workshop on "New Approaches To "Manpower Planning and Analysis" organized by ILO Geneva.

Ministry of Higher Education (1997): "The First Three Year Medium Development Plan 1998-2000"

Sriyan de Silva (1997): "Human Resources Development for Competitiveness: A Priority For Employers" Paper Presented at the ILO Workshop on Employers' Organisations in Asia Pacific in the Twenty-First Century, Turin.

Student Affairs Department (1994): "Report on Destinations of the 1993 Graduates"(University of Zimbabwe, Unpublished Report, July 1994)

The Herald, 20 July 1996 " All NUST Graduates Secure Employment"

Internet Sites

Bergen, J.T Jr and Disasa, J (2001): " Education in Selected Southern African Countries, A Historical Perspective" www.ihup.edu/internationalReview/Bergen11.htm.

Gibbons M (1998) "Higher Education Relevance in the 21st Century"
http://www.worldbank.org/html/extdr/educ/edu-pb/giboeng3.pdf

ILO (2000): Report v "Training for Employment: Social Inclusion. Productivity And Youth Employment: Human Resources Training and Development: Vocational Guidance and Vocational Training" (www.ilo.org public/english/standards/relm/ilc/ilc88/rep-v.htm)

Malusi G (2000). www.anc.org.za/youth/pple/malusidocs/unemployment.html

Ndlovu. T.P (1999): " Educational Assessment and Evaluation in a Democratising Education System: The Zimbabwean Experience" www.aseesa-edu.co.za/zimbabwe.htm.

Olesen. K (1997): "Denmark: The Role of Social Partners". www.ilo.org/public/english/...t/skills/training/publ/denmark.htm

UNESCO (1998): "World Conference on Higher Education: Higher Education in the Twenty-First Century. Vision and Action." www.stud.uni-hannover.de/gruppen/ius/wche.html

www.ilo.public/english/bureau/inst/research/index.htm

www.nust.ac.zw/*aboutfacts.html*

www.uz.ac.zw/commerce/projects

www.mg.co.za/mg/news/2000feb2/22Feb-Zim.html.

End