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## **Contents**

Codeswitching in Mathematics Lessons in Zimbabwe

**Ruth Dube and Ailie Cleghorn**

Rural-Urban Differences in Breast-Feeding and Feeding Practices of Children by Black Zimbabwean Parents

**S. Nyagura**

Post-Primary Educational and Training Opportunities for Adults in Harare

**Masimba Vengesa and Patricia Zinyama**

The Need to Offer Basic Vocational Education in Zimbabwe's Secondary Schools

**Ernest M. Munowenyu**

Teacher Education Courses in Relation to Preparation for Teaching Practice: Views from Student Teachers

**Alois S. Chiromo**

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**Contents**

Codeswitching in Mathematics Lessons in Zimbabwe <i>Ruth Dube and Allie Cleghorn</i>	1
Rural-Urban Differences in Breast-Feeding and Feeding Practices of Children by Black Zimbabwean Parents <i>S. Nyagura</i>	13
Post-Primary Educational and Training Opportunities for Adults in Harare <i>Masimba Vengesa and Patricia Zinyama</i>	26
The Need to Offer Basic Vocational Education in Zimbabwe's Secondary Schools <i>Ernest M. Munowenyu</i>	43
Teacher Education Courses in Relation to Preparation for Teaching Practice: Views from Student Teachers <i>A. S. Chiromo</i>	58

# POST-PRIMARY EDUCATIONAL AND TRAINING OPPORTUNITIES FOR ADULTS IN HARARE

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## Abstract

*The analysis was undertaken to find out the situation regarding opportunities for post-primary education and training for adults in Harare. Specifically the analysis sought to establish what institutions offered these opportunities, ownership of the institutions, where the institutions are physically located, fields of study offered, institutional capacity and gender balance among teachers and students. Data were collected on 175 Harare-based institutions.*

*The major findings of the analysis were that:*

- (i) out of the 175 institutions studied 104 (59.43%) are physically located in the city, 48 (27.43%) are in the low and 23(13:14) in high density areas;*
- (ii) computer studies was found to be the most popular field of study in Harare-based institutions;*
- (iii) only 38.8% of the teaching staff in these institutions were in possession of a diploma or university degree.*

## Introduction

An analysis of educational and training opportunities available to adults in a given situation calls for an explicit understanding of the terms used in the title of this article - *education* and *training* as well as terms implied in the same title - *adult education* and *manpower development*. The authors of this

article believe that a brief review of the concepts of these terms at the outset would help to place discussions and findings of the analysis in perspective.

## Education and Training

*Education and training* are often used interchangeably although educationists often make a distinction between the two. Education is defined by Good (1977, p. 164) as "The aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of positive behaviour of positive value in the society in which he/she lives". Training, on the other hand is seen as a narrower concept of education, "the systematic development of the attitudes, knowledge and skill patterns" (UNESCO, 1979). Romiszowski (1981, p. 3) notes that "Where exactly to draw the line between training and education in this continuum (education and training) is not clear". He argues that the difference between the two terms may not be important since "most teaching/learning situations contain something of each". However, many educationists agree that the demand for education and training is increasing. Smith (1988, p. 18) says that "the demand for learning services - courses, packages and other forms of training (in the U.K.) from industry is increasing".

Dore and Oxenham (1984) point out that the demand for education and training is a consequence of "escalating qualifications". They observe that the surplus of educated people results in more candidates per job available, forcing employers to raise the educational qualifications for jobs. Schwillle (1986) makes similar observations about the causes of increased demand for education and training in African countries when he points out, "Rapid expansion in the number of graduates has outnumbered the capacity of African economies to provide the types of opportunities school leavers come to expect". He adds that "The scarcity of jobs has led to an escalation of qualifications for employment which further increases the demand for education".

## Adult Education

Who is an *adult*? What is *adult education*? These are questions which deserve attention in a study such as this. There are no universally acceptable definitions of *adult* and *adult education*. However, a good starting point to understand the meaning of these terms would be a proposition by Lardner (1965, p. 15) that adult is “anyone whose formal education and training in the ‘modern’ sense has ceased and who is either in employment or unemployed but willing to accept employment”. From this point of view, the population of adults can be expected to be large and still growing. The need to provide education to the ever growing adult population is generally recognised.

Loken (1969) says that “The largest untapped source of manpower for skilled and higher level occupations is the adult population”. He argues that “adults respond quickly to training and their experience and maturity is a valuable national asset”. He adds “It is both quicker and less expensive to convert uneducated adults into useful employees than it is to use the conventional channels of formal education”.

Blakely (1960, p. 5) says that “... much of adult education is becoming, not a ‘making up’ but a ‘keeping up’ and a ‘going ahead’”. Adult education has been described by Peters and Kozoll (1980, p. 1) as “an amorphous, hybrid field, comprised of a variety of domestic and international components”. Adult education according to Knowles (1980, p. 13) is “a field of operations that encompasses all organised activities in which mature men and women engaged for the purpose of learning, usually under the auspices of an institution”.

## Manpower Development

It cannot be disputed that people are the most important resource in the economy of any country, for it is through them that all other resources can be exploited for the benefit of the country. Education can therefore be regarded as an investment in people. Hanson (1966, p. 149) believes that “The progress of a nation depends first and foremost on the progress of its people”.

He sees the basic problem of most underdeveloped countries not as "...a poverty of natural resources but the underdevelopment of their human resources". The problems of manpower and manpower development have dogged Zimbabwe since independence in 1980. "When independence came, a significant number of skilled white workers left the country creating a void in expertise that Zimbabwe has since been trying to fill" (Mambo 1986, p. 132).

Mambo further states that "Six years after independence (1986) Zimbabwe is in dire need of skilled manpower to maintain and expand its industrial and commercial sector on the one hand, and of a solution to the problem of a large unemployment rate and thousands of school-leavers demanding increased training on the other". Nhundu (1986, p. 42) notes that "Zimbabwe is now threatened with the problem of the 'educated unemployed' as the turnover rate of secondary school leavers is greater than the rate of job creation". He attributes the high rate of unemployment of Zimbabweans to the lack of places in the labour market "— and also because most of them lack the requisite skills for both formal and non-formal employment".

The task of developing human resources in Zimbabwe is for the Government and its many branches as well as the private sector. Mambo (1986, p. 156) admits that "There has been little co-ordination between all ministries engaged in training, especially between the Ministry of Education and the Division of Vocational and Technical Training". He adds that "There also has been very little co-ordination between government training institutions and the private proprietary college". The Government of Zimbabwe plays a dual role in the development of manpower resources, firstly as a major provider of educational and training services and secondly as a regulator of the activities of the other providers of these services.

Non-government schools have to be registered with the Ministry of Education Sport and Culture in terms of the Education Act of 1996 while both non-government teachers colleges or technical or vocational institutions have to be registered with the Ministry of Higher Education and Technology. Further to this, the Ministry of Higher Education adopted a

policy of 'Rationalisation of Vocational and Technical Education in Zimbabwe' (Ministry of Higher Education, 1990). The policy provides for the structuring of vocational and technical education at five levels, thus aligning it with the school system as well as with the manpower structure prevailing in industry.

The new structure of vocational/technical education was designed to align with the system as well as with the manpower structure prevailing in industry.

### **Aim of the Analysis**

This analysis sought to identify opportunities available to adults in Harare for improving their education and/or skills. Specifically the analysis tried to:

- (i) identify institutions that provide training and educational opportunities to adults in Harare;
- (ii) determine the distribution of the educational and training institutions in Harare;
- (iii) identify fields of education and training offered by the institutions;
- (iv) determine institutional capacity; and
- (v) determine gender balance among teachers and students.

### **Methodology**

The research materials on which this analysis is based were collected between January and November 1996, through four methods of data collection, namely:

1. Directory of Registered Private Vocational and Technical Institutions in Zimbabwe provided by the Ministry of Higher Education. A total of 99 vocational and technical institutions based in Harare were identified. The information was analysed in terms of where the institutions are physically located and what courses they offer.

## 2. *Newspaper Advertisements*

The contents of 175 newspaper advertisements by different educational and training institutions based in Harare which appeared in three major papers (*The Herald, Sunday Mail* and *Financial Gazette*) between January and December 1996 were analysed. The analysis was in terms of the physical location of the providers and type of courses offered.

### (2) *Mail Questionnaire*

A mail questionnaire was used to obtain further information on registered and unregistered institutions. Thirty institutions with a total of 1108 teachers and 14 633 students returned a completed questionnaire.

The questionnaire contained 24 items which sought to establish

- (i) ownership of the institutions;
- (ii) institutional capacity in terms of numbers and qualifications of teaching staff, teaching facilities, and student enrolments.

### 4. *Prospectors, training calendars and course guides.*

These were analysed in terms of courses offered.

## Limitations

A major limitation of the results of this analysis is that only 30 out of 146 institutions (21%) returned the completed questionnaire, although a self-addressed and stamped envelope was provided.

## Findings

The findings of this analysis are arranged according to the objectives:

**Objective 1:** To identify institutions that provide training and educational opportunities for adults in Harare.



A total of 175 registered and unregistered institutions offering educational and training services to adults in Harare were identified. However, this figure is by no means exhaustive of all the institutions offering educational services to adults in Harare. Institutions that were included in the analysis are those that were registered with the Ministry of Higher Education and Technology before 1996 or were not registered but advertised in one of the three newspapers giving a physical address (rather than a box number) in the period January to November, 1996.

**Objective 2:** To determine the distribution of the educational and training institutions in Harare.

The researchers were interested to know how the institutions of learning were distributed in the three district zones of the city, namely the city centre (business area), the low density residential suburbs (former white areas) and the high density suburbs (predominantly black areas).

An institution was placed into the first category, if it had a street address within the city centre or the second if its address was in the low density suburb, or third if the address was in a high density suburb. The results are presented in Table 1.

**Table 1**  
**Distribution of Institutions by Area (N= 175)**

Area	Number	%
City Centre	104	59.43
Low density	48	27.43
High density	23	13.14
<b>Total</b>	<b>175</b>	<b>100</b>

It is evident in Table 1 that educational and training institutions in Harare tend to be concentrated in the city centre (59,43%) rather than in the low or high density areas. This shows a strong preference by providers of educational services to serve people working or living within the city. Low density areas seem to be the second preference for providers of these services while high density areas are the least preferred . Ironically, most people in Harare live in the high density areas rather than in the low density or city centre.

It can be concluded that most educational institutions in Harare are located in the city centre where they are easily accessed by people employed in the city and its immediate environs. Low density areas were found to have the second largest concentration of educational institutions (48 or 27.43%) while high density areas had the least (23 or 13.14%).

**Objectives 3:** To identify courses of education and training offered by the institutions.

A content analysis of advertisement of prospectuses, course guides, training calendars, and advertisements placed in three major newspapers by 175 different providers of educational services was carried out to determine the range of fields of study offered. A frequency count of the fields of study was made and the fields were listed in rank order from the highest to the lowest frequency. The results are shown in Table 2.

Table 2

List of Fields of Study Offered by Harare-based Institutions in Rank Order

Field of Study	Frequency (N)
1. Computers	50
2. Secretarial	45
3. Commercial	44
4. Academic	37
5. Business	35
6. Management	21
7. Textile	20
8. Engineering	15
9. Human Resources	7
10. Finance	4
11. Agriculture	4
12. Engineering	4
13. Cabinet Making	3
14. Ministry	2
15. Catering	2
16. Bedroom decor	1
17. Hospitality	1
18. Printing	1
19. Foreign Language	1

(Table 2 continued)

20. Modelling	1
21. Journalism	1
22. Life assurance	1
23. Security	1
24. Music	1
25. Flower arranging	1
26. Telegraphy	1
27. Grooming	1
28. Beauty therapy	1

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A total of 28 fields of study were identified. From Table 2 above it can be seen that the five most popular fields of study in terms of frequency are computers (50), secretarial (45), commercial (44), academic (37) and business (35).

Table 3  
 Percentages of Full-time and Part-time Teaching Staff by Sex  
 (N = 1 108)

Full-time					Part-time					Totals				
M	%	F	%	Total	M	%	F	%	Total	M	%	F	%	Total
239	66.2	122	33.8	361	571	76.4	176	23.6	747	810	73.1	298	26.9	1108

Thirteen fields of study with a frequency of one each were also identified and these may be regarded as the least popular in Harare.

**Objective 4: To Determine Institutional Capacity**

Determination of the capacity of the institutions in terms of numbers of teaching staff, whether full-time or part-time and their educational qualifications was based on analysis of data collected through the mail questionnaire. The results of this analysis are presented in table 3 and 4 on page 10.

Table 3 shows that the 30 institutions had a total of 361 full-time staff giving an average of 12 full-time teachers per institution during the period of study. It also shows that more male teachers (66.2%) were employed as full-time teachers than females (33.8%). Two further observations are made based on the statistics in Table 3. The first is that the majority of teachers in these institutions are men (73.1%) while women make up only 26.9% of the teaching staff. Secondly, statistics show that educational institutions in Harare depend more on part-time staff (747 or 67.4%) rather than on full-time staff (361 or 32.6%). Next, information on the educational qualifications of teachers was analysed and results are presented in Table 4.

Table 4  
 Percentages of Teaching Staff With Diploma, University Degree,  
 and Other Qualifications by Sex (N = 1 108)

Diploma					Degree					Other					Total		
M	%	F	%	Total	M	%	F	%	Total	M	%	F	%	Total	M	F	Total
164	14.8	84	7.6	248	125	11.3	57	5.1	182	521	47	157	14.2	678	610	298	1108

From the data available it is evident that more male teachers (14.8%) than female (7.6%) possessed a minimum qualification of diploma. There were more male teachers with degrees (11.3%) than females (5.1%).

When all teachers (male and female) were considered, it was found that 248 (22.4%) had at least a diploma qualification and 182 (16.4%) were holders of a university degree, while 678 (61.2%) possessed other qualifications.

Finally, information on the enrolment of both male and female students in 30 institutions during 1996 was analysed and results are presented in Table 5.

Table 5  
Percentages of Students Enrolled in 1996 by Sex (N = 14 633)

Male		Female		Total	
Number	%	Number	%	Number	%
8560	58.5	6073	41.5	14 633	100

Data presented in Table 5 show that a total of 14 633 students were enrolled in the 30 institutions during 1996, with an average of 488 students per institution. However, the majority of the students (58.5%) were males while female students constituted 41.5%.

## Summary and Conclusion

The major findings of this analysis are as follows:

- (i) A total of 175 registered and unregistered educational and training institutions operating in Harare were identified. Most of these institutions (63%) were owned by private commercial organisations, and the rest by Government, NGOs, and church organisations.



- (ii) It was observed that educational and training institutions in Harare tend to be concentrated in the city centre. High density areas had the least number of institutions compared to low density areas and the city centre.
- (iii) A total of 28 different fields of study offered by 175 institutions were identified. Analysis of data revealed that the five most popular fields of study in Harare in descending order determined by frequency count were: computer studies, secretarial studies, commercial studies, academic studies, and business studies.
- (iv) Analysis of data further showed that most of the teachers (67.4%) working for these institutions were doing so on a part-time basis. It was also found that the percentages of male teachers (73%) and male students (58.5%) were higher than those of female teachers and female students respectively.
- (v) Data analysis showed that only 38.8% of the teachers had diplomas or university degree qualifications. It can be concluded from this study that the thrust in the educational services provided is to prepare people for formal employment rather than informal, hence the popularity of computer, secretarial, commercial, academic, and business studies. The authors of this article also wish to highlight the fact that opportunities for adults to upgrade their skills and knowledge in Harare are many but these are heavily concentrated in the city centre rather than in high density areas where most people live.

## Recommendations for Future Studies

In light of the observations made, it is recommended that a more comprehensive study covering all major urban centres be carried out, highlighting the accessibility of education and training services to adults, quality of services, appropriateness of the education and training offered and institutional capacities. It is further recommended that future studies also focus on reasons why women are not adequately represented in these institutions.

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