



# TVET COUNTRY PROFILE ZIMBABWE



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Contact us on [aspyee@nepad.org](mailto:aspyee@nepad.org)





## Introduction

This paper highlights a country-level overview of the Technical Education and Vocational Training (TVET) system in Zimbabwe, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Technical education programmes in Zimbabwe vary in their purposes, ranging from providing individuals with job opportunities to enhancing general education. Although TVET and skills development is administered by a multitude of industries, a large part of TVET programmes fall under the responsibility of the Ministry of Higher and Tertiary Education and Science and Technology Development (MHTESTD) and the Ministry of Youth, Indigenisation and Economic Empowerment (MYIEE). Aside from universities and training centres, the Higher Education and Technology also oversees various other tertiary education programmes such as Technical Vocational Education and Training (TVET).

## Policies

There is currently no standard national policy or legal framework that addresses all types of TVET or skills development in Zimbabwe. A National Skills Development Policy (NSDP) has been under development in the last few years by the Ministry of Youth, Indigenization and Economic Empowerment (MYIEE) with the assistance of the ILO, but it is not yet published.

The only identified legal document that governs the development of skills in Zimbabwe is the Manpower Planning and Development Act. The act was promulgated in 1994 and revised in 1996 and has been administered by the MHTESTD. This act governs the operations of the public education and training institutions that fall under the direct supervision of the ministry or private institutions that are registered or accredited by the ministry.

The following documents provide contextual information

on the education system and economic indicators in Zimbabwe as they relate to the TVET implementation and policy.

- **The Manpower Planning and Development Act** - together with the statutory instruments that are derived from it – also serves as the legislative instrument for the public financing of training institutions in Zimbabwe. The act provides for the establishment, functioning and operations of the National Manpower Advisory Council (NAMACO) and the ZIMDEF in particular. The act is administered by the MHTESTD. As an advisory body to the ministry, NAMACO is constituted by representatives from the government, labour organizations and the private sector, and it plays a role (among other responsibilities) in proposing new curricula or revising existing ones in alignment with the changing needs of industry.

Subject to this Act, the Minister shall exercise his powers under this Act to promote the following objectives—

- the establishment and development of institutions devoted to the production of qualified professional manpower; and
  - the co-ordination and standardization of technical or vocational education; and
  - the control and standardization of professional qualifications, other than degrees awarded by a university; and
  - the provision of a comprehensive and constantly developing service for teacher education, technical or vocational institutions and for technical or vocational education.
- **The Strategic Plan, 2019-2023** - provides an overview of the Ministry's strategic trajectory for the next five years. It sets out the vision, mission, key result areas (KRAs) and strategic objectives of the Ministry, programmes, and projects as well as the implementation and monitoring mechanisms.



The Ministry is responsible for:

- Higher and Tertiary Education and
- Science and Technology development, as well as
- Their linkage to deliver a competitive, industrialised, and modernised Zimbabwe using a heritage-based philosophy.

- **Education Sector Strategic Plan (ESSP) (2016-2020)** - The plan of the education sector (2016-2020) recommends the following main priorities:
  - Quality learning with the introduction of a programme based on skills that integrate information and communication technologies.
  - A focus on learning outcomes to be achieved by improving the professional skills of teachers.
  - Management and monitoring, to provide effective and efficient service to institutions in charge of education.
- **Education Amendment Act 2019** - Amendment Act to Education Act no 5
- **Vision 2030 “Towards a Prosperous & Empowered Upper Middle-Income Society by 2030”- (2018)** The document sets out an ambitious goal of achieving quality education and training that is globally competitive by 2030. In respect of TVET, the document advocates the development of economic opportunities for the empowerment of young people by expanding the creation of vocational training centres in each administrative district.
- **Education Act no 5/1987** - The Education Act n°5/1987 is the main legal document guiding primary and secondary education amended in 1991, 1998, 2001 and 2019.

## Governance

Zimbabwe’s TVET system is extremely fragmented. Indeed, TVET and skills development is administered by a multitude of industries. While some ministries have their own training systems, other ministries and

organizations provide training in a partially coordinated manner.

Zimbabwe does not have a comprehensive TVET coordination and regulatory body. The MHTESTD – by virtue of the Manpower Planning and Development Act, which it administers – is the only ministry whose training activities are guided by an act of parliament.

### Implementing Structures

**The Ministry of Higher & Tertiary Education, Science and Technology Development** is responsible for the formulation and implementation of policies related to skills training and development and the promotion of Science, Technology, and Innovation.

To implement its responsibilities, the Ministry oversees the promotion of science and technology, research and development, innovations; supervises and accredits teacher education, technical and vocational education, and training (TVET) and university education. It also facilitates cooperation in research and development, higher and tertiary education as well as in science and technology at local, regional, and international levels.

- **The Ministry of Primary and Secondary Education** is responsible for TVET in the area of its competence.
- **The Ministry of Higher Education and Science and Technology Development (MHTESTD)** has responsibility for TVET at the post-secondary level.
- **The Ministry of Youth, Indigenization and Economy Empowerment (MYIEE)** also has special responsibility for TVET. This ministry supervises vocational training centres, which provide training for the benefit of young people, who left school early, or those who have not been able to access post-secondary training because they cannot meet the requirements for admission.
- **Other ministries** oversee their own specialized TVET institutions such as the Ministry of Agriculture, the Ministry of Tourism, and the Ministry of Mining.





- **The National Workforce Advisory Council (NAMACO)** is responsible for giving advice and making recommendations on human resources development and vocational training. The members of NAMACO are representatives of the Government, workers' and employers' organizations and other public and private organizations.

## TVET Institutions

TVET is offered in both public and private institutions. Tertiary education is also offered in various types of training centres such as teachers' colleges, universities, polytechnics, and technical schools.

TVET institutions help prepare for various academic programmes and employable skills and certificates. These training centres also offer diploma, higher diploma, and degrees. Below is the link for the registered TVET institutions governed by the **Ministry of Higher Education and Science and Technology Development (MHTESTD)**.

### Government TVET institutions

## Funding sources

TVET in Zimbabwe is financed through various means, including:

- **Government funding** - Public TVET institutions receive allocations for their operational budget and capital development projects. Both states assisted and private TVET providers receive the same funding.
- **Student fees** - Students pay various fees such as tuition, examination fees, and books. The income generated through these fees is managed by the Treasury's Tertiary Education Development Fund.
- **Income generating activities** - The activities of the Fund are managed by the TVET institutions. They can include the establishment of savings schemes and investments, as well as capital development projects.
- **Zimbabwe Manpower Development Fund**

**(ZIMDEF)** - The Fund provides TVET institutions with resources for training material and equipment, infrastructure improvement and expansion. The Fund also supports various vocational training courses and apprenticeship training. It generates its funding through a 1% training levy paid by employers.

## Private sector engagement

Many private companies provide in-house training to students in TVET institutions to upskill them to meet the labour market needs. They also offer apprenticeships. Stakeholders which play a role in the TVET system include:

- **Employers Confederation of Zimbabwe (EMCOZ)** - Participate and advise on the project implementation; coordinate promotion and awareness of agreed project objectives; coordinate and mobilize members to participate and contribute to the project implementation; participate to validate and endorse national strategies or policy frameworks.
- **Confederation of Zimbabwe Industries and Zimbabwe National Chamber of Commerce (CZI, ZNCC)** - Provide technical and other advice on designing labour market relevant skills programmes. Determine skills gaps and competencies; mobilize members to participate in training and provision of financial support.
- **Zimbabwe Applied Art and Crafts Association (ZAACA)** - is an association of craft producers who came together with a vision of addressing challenges faced by practicing craft producers such as marginalisation, poverty, lack of skills and training. Their objective is commissioning studies to identify major factors affecting their sub-sector.

### Teacher Training

Teacher training colleges help prepare graduates for various levels of education. They offer both academic



various levels of education. They offer both academic and technical programmes.

Technical schools require students to take three technical subjects and one academic.

The majority of teachers in Zimbabwe are not trained and do not have appropriate qualifications. To improve the quality of their work, the MHTESTD has launched in-service teacher training programs.

#### Teacher training institutions

### **Informal TVET systems**

TVET in Zimbabwe is mostly provided by private and public institutions. However, their quality and standards vary. There is also a gap in the demand for skilled workers in the country. Aside from formal education, many companies also provide on-the-job training.

This is usually done through the use of external trainers.

Both public and private TVET institutions are required to meet the country's education and training standards. This gap is evidenced by the number of people who are not trained and are unemployed. Many companies also provide in-house training.

ZAACA also advocates for the recognition of Crafts and Applied Arts as a separate subsection within the arts sector in Zimbabwe.

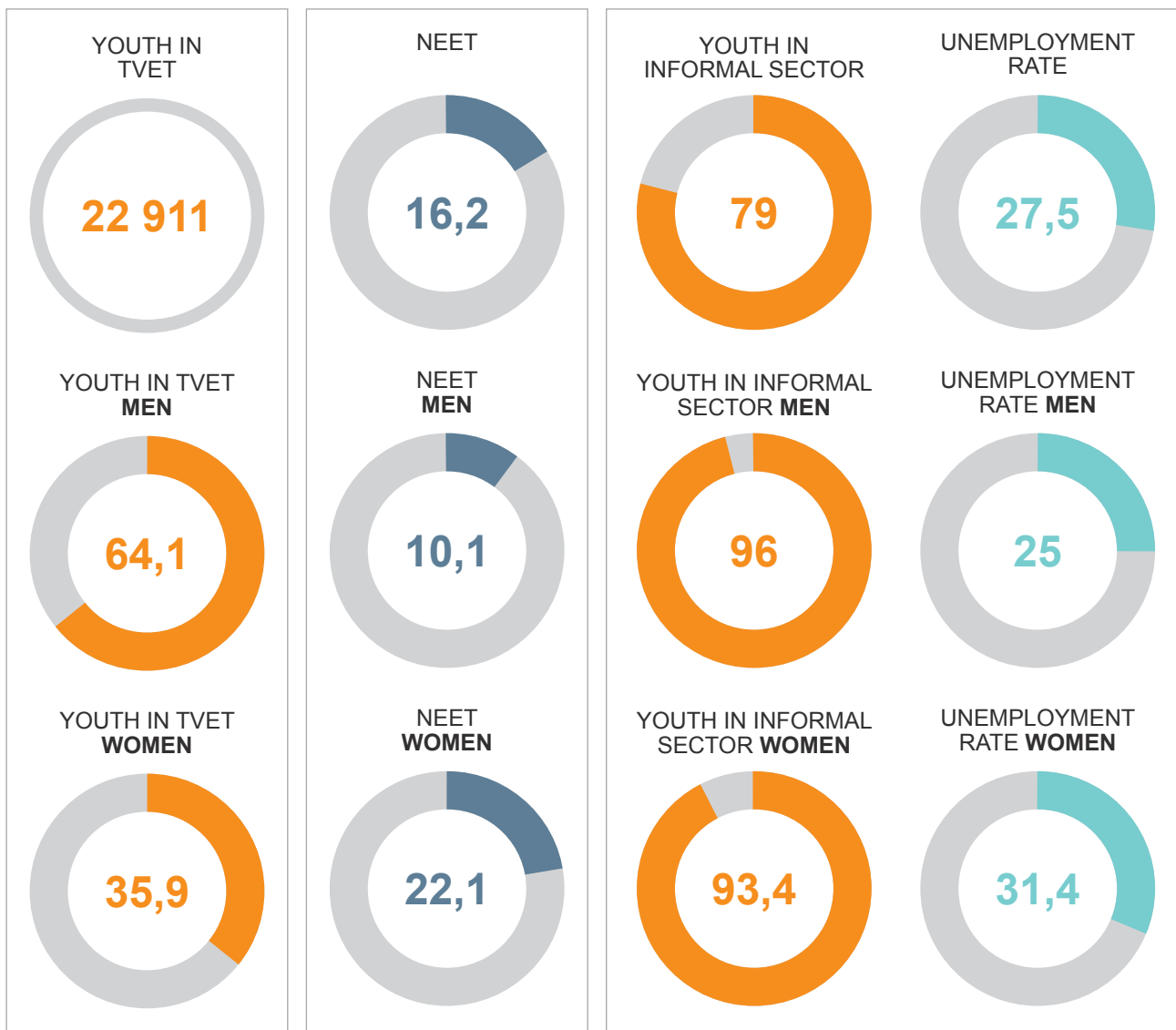
Companies typically ask their suppliers to provide training for their employees on how to operate new equipment to ensure that the employees have the necessary skills to do so. This type of informal apprenticeship is not covered by the country's formal training standards.



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# TVET-COUNTRY LEVEL OVERVIEW ZIMBABWE



YOUTH POPULATION  
**20,3%**



## GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



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AFRICAN UNION DEVELOPMENT AGENCY

**AUDA-NEPAD AGENCY**

230 15th Road  
Midrand  
South Africa

+27 11 256 3600  
[aspyee@nepad.org](mailto:aspyee@nepad.org)