

Chapter 10

Enhancing Global Citizenship Through TVET in Zimbabwe: A Systematic Review

Tawanda Chinengundu

 <https://orcid.org/0000-0002-9114-6368>

University of Pretoria, South Africa

Jerald Hondonga

New Era College, Botswana

ABSTRACT

Several nations include technical and vocational education and training curricula in general education as a vehicle to promote economic and human capital development, eradicate poverty, unemployment, and inequality. This chapter analyzed TVET provision in Zimbabwe and its role in enhancing global citizenship among students through literature study of education evaluation reports, policy documents, and current research papers. Literature study indicated that the current TVET in Zimbabwe is blamed for a local learner skills-job mismatch and lack of specific emphasis on addressing global citizenship. The chapter argues that TVET in Zimbabwe should improve on enhancing global citizenship education for global labor participation of the graduates. More should be done to equip students with responsive skills compatible with modern technologies embracing the fourth industrial revolution. TVET curricula need to inculcate entrepreneurial and soft skills to produce socially relevant graduates with good citizenry ethos.

INTRODUCTION AND BACKGROUND

The role of Technical Vocational Education and Training (TVET) globally is acknowledged for preparing skilled labour needed to transform industry performance, productivity, and economic prosperity of countries (Mbongwe, 2018). It can be acknowledged that technological developments are making it difficult to forecast the emergence of new professions and associated skills (UNESCO, 2015). TVET institutions need to ensure that the education and skills they offer meet the expectations of learners and

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those of employers, both today and for the future (Maunganidze et al., 2016; Mbongwe, 2018). The roles of TVET in Zimbabwe are reflected in national development agendas, poverty eradication and education reform strategies. One of the overarching TVET aims in the country is to enhance global citizenship education as envisaged in Sustainable Development Goal 4 (SDG 4). Target 4.7 of SDG 4 aims, “To ensure that all learners are provided with the knowledge and skills to promote sustainable development, sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” Hence this systematic review investigated the role of TVET in enhancing global citizenship with internationally recognised skills for the future workforce in Zimbabwe.

Vocational disciplines are also key subject areas where life skills and citizenship education needs to be embedded in order to increase access to these disciplines and enhance their relevance (Bahl & Dietzen, 2019; Geresu, 2017). Good quality demand-driven Technical and Vocational Education and Training (TVET) (based on life skills and citizenship education) is potentially one of the most important pathways for providing young people who are responsible, with skills that enhance employability yet alone with a great sense of loyalty (Maunganidze, Faimau, & Tapera, 2016).

Deliberations at the World Economic Forum (2016) suggested that probably 65% of today’s children will take up jobs that do not currently exist due to the fast technology changes in the workplaces. The changes are inevitable and permeating into all work situations and jobs. In turn, learners must be prepared with adaptive competencies needed in a fast-evolving technological work environment (Banerji et al., 2014). Learners must be empowered with problem solving and analytical skills to improve the way things are currently done and how they are likely to change in future. It is against this background that this chapter systematically reviews the role of TVET in developing human capital with skills needed for the future of work in Zimbabwe.

Despite Zimbabwe’s impressive rapid growth in education after independence in 1980, only five percent (5%) of school leavers were getting jobs annually in the formal labour market by 1990 (Coltart, 2012, p.8). The blame for such low school-leavers’ employment rate is mainly on the relevance of skills learners were getting from the school system and those required by the local job market, and inadequate post-school opportunities in the job market (Zimbabwe, 2008; Zimbabwe, 2018). The country needs people with a sense of responsibility and innovative skills to turn around the fortunes of the country even in the self-employment sector other than to depend on employment.

Pedagogical methods should incorporate and focus on empowering learners using child-centred pedagogical methods that prepare learners for the future of work and self-employment. Jonck and van der Walt (2015) suggest that graduates should possess skills such as teamwork, networking, problem solving, leadership, innovativeness, interpersonal and, critical thinking skills. Such teaching efforts are seen to assist in driving the Sustainable Development Goal (SDG) 4.7 that aims to ensure that all learners acquire sustainable knowledge and skills needed to promote global citizenship. In Southern African countries, the GCED spirit and approach are present in curricula in some form. However, contextualizing curricula by including local cultural practices, knowledge and values, building capacities of teachers, as well as partnerships and networks beyond schools are areas in which governments need to be supported (UNESCO-ROSA [Regional Office for Southern Africa], 2019). Integrating GCED in national curricula with specific emphasis on addressing global citizenship is essential in creating platforms to address contemporary challenges in TVET institutions, while cultivating a culture of peace and non-violence among students. TVET in Zimbabwe, like in many countries, is included in general education for human capital development to meet aspirations of socio-economic development (Zimmermann,

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