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# **UZ @ 60: THE FACULTY OF EDUCATION AND SCHEMES OF ASSOCIATION<sup>1</sup>**

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**July 2016**

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<sup>1</sup>A lot of the content in this chapter was first published as a chapter by Rosemary Moyana entitled, “The Place of **Zimbabwe’s** Education System, A Regional and International Comparative Analysis” in B.C. Chisaka, Editor-in-Chief, *State of the Zimbabwean Education Sector in the 21<sup>st</sup> Century*. Harare: Human Resources Research Centre (HRRC), 2011. That content is reissued here with permission from the publisher. In this UZ @ 60 *Occasional Paper*, the chapter assumes a new title and has been enhanced significantly.

## FOREWORD

The policy to continue the publication of *Occasional Papers* is guided by the principle that there is dearth of published research in southern Africa. The initiative taken by the University of Zimbabwe's Human Resources Research Centre (HRRC), a research department based in the Faculty of Education, is therefore an attempt to address a vacuum.

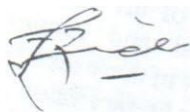
Articles in the *Occasional Papers* series are intended to disseminate research findings and contribute to academic knowledge from local and international scholars. The articles are selected by the Editorial Board of the *Zimbabwe Journal of Educational Research* (ZJER) although the contents do not necessarily reflect the positions or opinions of either the University of Zimbabwe or the HRRC.

Papers in this series are therefore intended to disseminate research findings and to stimulate policy dialogue. The series includes works which, in the opinion of the ZJER Editorial Board, contributes significantly to the state of knowledge about human resources issues and warrant wide distribution. *Occasional Papers* are widely circulated in Zimbabwe and internationally.

This stimulating and dynamic paper by Professor Rosemary Moyana provides an insight into “UZ @ 60: The Faculty of Education and Schemes of Association”.

It is hoped that the series will continue to add value to your knowledge base and your academic prowess.

I thank you.



Professor Fred Zindi (PhD)

HRRC Director and Editor in Chief

July 2016

# **UZ @ 60: The Faculty of Education and Schemes of Association**

**Rosemary Moyana**

## **Introduction**

Zimbabwe prides herself with a formidable education system that has seen its graduates competing favourably on the national, regional and international job market and acquitting themselves with excellence as they work efficiently, diligently, conscientiously and competently. In many countries across nations, Zimbabweans are leaders in those institutions in which they work, both in the blue and white collar employment opportunities afforded them.

The education system inherited at independence was constricted and, therefore, Zimbabwe experienced a boom in educational growth and development during the decade of 1980 to 1990. By 1990 it was acknowledged that there was now a need to consolidate the quality of Zimbabwean education. However, in the years 1991 to 2000 Zimbabwe experienced economic challenges that are usually associated with rapid growth in services and other non-profit generating sectors without equal match in the growth and development of the profit making productive sectors. This negatively affected the anticipated consolidation of the education sector.

Between 2000 and 2010, the country experienced further economic decline which continued to adversely affect all sectors including the education sector. In spite of this consistent economic downturn for several years, Zimbabwean graduates continued to be popularly marketable within the region and internationally across various disciplines including the medical and teaching fields. In a United Nations study of 2010, Zimbabwe's literacy rate was found to be leading in Africa at 92%! Thus, something must be consistently good about the Zimbabwean education system. This article attempts to find out what it is about the Zimbabwean education system that has kept it so robust and invincible, defying expected decline in the face of severe economic, social and other collapsing systems around it, especially between 2005 and 2010. Thus, historical lens will help define the Faculty of Education at a time when the University of Zimbabwe (UZ) is celebrating 60 years of existence.

The late Professor Atkinson has traced the roots of the Faculty of Education eloquently, and we reproduce his contribution verbatim below:

### **Educational studies in the University of Zimbabwe**

This University, from its earliest days, has maintained a close relationship with the study of education. Indeed, one of the first decisions by the authorities of the original University College in 1955 was to seek the assistance of experienced school teachers in the establishment of Advanced Level classes on campus. This programme, during five years of operation, enabled eighty-two students to achieve the entrance requirements, still beyond their reach because of the limited number of African Sixth Forms in the colonial school system (UZ MSS. Memo by D.D. Russell, 29 June 1967).

### **Support for primary education**

The development of facilities for the professional study of education began with the establishment, towards the end of 1955, of an Institute of Education (now known as the Department of Teacher Education), the first academic department in the University. The University College authorities were giving effect to a suggestion by the Inter-University Council in London that in a multi-cultural society an Institute of Education would be in a specially advantageous position to encourage good relationships among leaders of different groups.

The Institute's first Director was Professor Basil Fletcher, an eminent British educationist; previously founder Director of the Bristol University Institute of Education. His superb scholarship is evident in what probably became his most influential work, *A Philosophy for the Teacher* (London: OUP, 1961), published while he was serving in the Institute.

Fletcher's main task was to implement a scheme, originally planned for teacher education in England and Wales by the McNair Report of 1944, and adapted for use in east and southern Africa by the Binns Committee (of which Fletcher was a member) in 1951. As a result of discussions with representatives of the teachers' colleges, Fletcher produced in 1958 the original scheme for special relationship between the Institute and the larger colleges, whose students were to be examined and certificated by the University. With some modifications from time to time, these arrangements have remained in operation since then (Cf. UZ MS. B.A. Fletcher (1958), *Work of an Institute of Education in Central Africa*).

The scheme of special relationship was used by the Institute's second Director, Professor Alan Milton, to ensure important improvements in the quality of primary teacher education. Milton was mainly responsible for the establishment in 1964 of a National Council of Teacher Education which encouraged collaboration between individual colleges. Among the achievements of the

Director and his Institute colleagues on the Council were the provision of specialist training for infant teachers and of a three-year course of training for students recruited at Junior Certificate level. They also made an important contribution to the planning of the United College, Bulawayo (Cf. Institute of Education Report, 1967). Milton was a member of the Judges Commission which planned a reform of education in Rhodesia in 1961-2.

Professor Milton, as Vice Principal, persuaded the University College to agree to the establishment of a separate Faculty of Education during 1964. The Institute and the Department of Education, which had previously functioned within the Faculty of Arts, became much better placed to share their manpower in teaching and supervision.

Under the next two Directors, Professor R.C. Bone and Professor Sidney Orbell, arrangements were made to improve the academic and professional qualifications of serving teachers. At first these activities were organised through the Associateship of the Institute of Education, since the University College was still in association with London University, and could not offer degrees specifically suited to local conditions. The BEd Special Honours Degree was inaugurated soon after the assumption of University status in 1971, providing advanced training in the theory of education and in research. BEd courses offering advanced training in the teaching subjects were not provided until the expansion of the school system in the post-independence period.

### **Support for secondary education**

Facilities for the professional education of secondary school teachers were provided by a Department of Education, organised during 1957 by Professor H.J. "Jac" Rousseau, who had previously served in Fort Hare College, South Africa. Jac Rousseau was undoubtedly one of the most stimulating (and controversial) figures to move within the University community. A convinced pragmatist and utilitarian, he had little time for theory which could not be carried into practical effect. Successive classes for the London University Postgraduate Certificate in Education were photographed with a bicycle held overhead to illustrate Jac's well-known dictum: 'you learn to do by doing; if you want to learn to ride a bicycle...'

Rousseau's PGCE course contained many innovations which he considered to be necessary in a multi-cultural society. Among these were three gradated periods of teaching practice; visits for the class to explore socio-economic reality outside the campus; a wide range of specialised options; a course in health education and first aid, organised in co-operation with the St John Ambulance Association; and a five-week course of micro-teaching involving all staff and students (apparently only one United Kingdom University, Perth, had introduced micro-teaching at the time).

In 1964 Rousseau won approval from London University to offer the PCGE on a part-time basis, providing professional training for graduates already engaged in teaching. Students on this course received tuition from Departmental lecturers during two-week sessions in the school vacations, while lecturers visited them in their schools for teaching practice. The success of this course, which was remarkable, encouraged the University College to plan other part-time courses (UZ MSS, Education Department Report, 1968, p. 1).

A major involvement in curriculum studies was the establishment in 1971 of a Science Education Centre, led by Peter (later Professor) G.S. Gilbert. During the years which followed Professor Gilbert recruited a team of researchers and innovators, with interests in both primary and secondary school science curriculum.

The provision of courses at a higher level began with teaching for the London University Diploma in Education during the late 1960s and early 1970s, the first specialisms being in educational psychology and comparative education.

### **Adult education**

Support of adult education a matter of crucial importance during the early days of the University College. On the one hand there was a lack of continuation facilities for black adults who had completed primary school and who were not allowed to use the secondary schools for Europeans. On the other hand there were educational differences between those with full primary school education and those with lesser qualifications. A special need also existed to educate women both for careers in the economy and for meeting their responsibilities in the home.

In considering these needs during 1956 the University College authorities agreed that there would be relatively little advantage in establishing a department of extra-mural studies of the kind traditionally organised by United Kingdom Universities. Instead, they hoped to make a much greater impact by adopting a suggestion by Professor Basil Fletcher for the establishment of an Institute of Adult Education, responsible for training specialists to organise agencies in various aspects of adult education.

The Institute (now the Department) of Adult Education was based on principles agreed at a conference organised by Fletcher at the College during 1958 and bringing together a wide variety of experts both from within Africa and overseas. The first Director, Edwin Townsend Coles (later in charge of adult education in Oxford University), who assumed duty in 1961, was called upon to select crucial areas in which adult education practitioners needed to be trained, and to initiate research in the application of teaching techniques to adult learners (UZ MSS., Report on Institute of Adult Education by D. Russell, Aug. 1967).

## **Extension and reform**

An important factor in maintaining the quality of Faculty courses under the very difficult circumstances of the 1960s and 1970s was the support received from external examiners, drawn mainly from the mainstream UK Universities. Particularly long periods of service were given by Professors Bruce Patterson and John Lewis of the University of London, and Professor Eric Hoyle and Dr Bob Thompson of the University of Bristol.

External support made possible the organisation of higher level courses in specialist areas, which the Faculty expected to be important after Independence. MEd programmes were organised during the later 1970s in Adult Education, Educational Psychology, Educational Administration and Curriculum Studies.

These developments necessitated an extensive review of the Faculty's structure, carried out after Independence in 1980 and in keeping with the provisions of a new University Act in 1982. Changes proposed by a Faculty Committee, led by the Dean, Professor N.D. Atkinson and the Deputy Dean, Dr (later Professor) Cowden Chikombah, and approved by a series of Faculty Board meetings, took effect from the beginning of 1982.

The Institutes of Education and Adult Education were respectively re-named the Associate College Centre (now the Department of Teacher Education) and the Department of Adult Education, to more appropriately reflect their academic roles. The Department of Education, already under considerable stress to administer a large number of new or evolving programmes, was divided into Departments of Educational Foundations, Curriculum and Arts Education, and Science and Mathematics Education (which subsumed the Science Education Centre). New Departments were created with responsibilities in Educational Administration and Technical Education. There was also a new Department of Educational Technology, responsible for co-ordinating and extending instruction in micro-teaching and classroom technology.

Among the new departments, the development of the Department of Educational Administration under its founder Chairman, Professor Cowden Chikombah (who also became Dean of Education) was of special importance, since it provided training for very large numbers of students who were serving as heads or deputy heads of schools, or as officials of the Ministry of Education.

Other changes affected the system of departmental governance, previously controlled by appointed heads, who were replaced by elected chairmen, subject to approval by the Vice Chancellor. This reform, in keeping with the intentions of the Education Act of 1982, and with changes in many universities elsewhere, represented a clear move towards democratic decision-



making and at the same time released senior academics from a large part of their previous responsibilities in administration. Similar arrangements were adopted soon afterwards in every Faculty in the University.

The reorganisation of the Faculty encouraged activity in every Department to identify emerging manpower needs and to establish appropriate teaching programmes. Among the most important of these was the institution of BEd and MEd programmes in Teacher Education, under the chairmanship of Professor Levi Nyagura, with the aim of improving the qualifications of staff in teachers' colleges. Within the Department of Educational Foundations, the MSc programme in Educational Psychology, organised by Dr (later Professor) Fred Zindi, provided qualifications for positions in the Psychological Services branch of the Ministry of Education and for industrial psychologists.

A significant feature of the Faculty's work during the 1980s was the growing spirit of co-operation with officials of the Ministries of Education and Higher Education, never very close during the colonial period.

### **Zimbabwean education and UZ Faculty of Education teaching and mentoring**

It is evident from Professor Atkinson's contribution that Zimbabwean education system has benefited from the UZ Faculty of Education teaching and mentoring. It has also benefitted from several policy reviews as well as the country being "a regular participant in the sessions of the International Conferences on Education (ICE)" where "the structure, policies and objectives of the education systems have...been presented." (Ministries of Education, Sport and Culture and Higher and Tertiary Education, 2004: 1). Unlike in Rhodesia, education in Zimbabwe is for all without segregation which is why the sector has benefitted from participation in international forums.

In 1999, the Presidential Inquiry into Education and Training (also known as the Nziramasanga Commission Report, 1999; National Education Advisory Board, Curriculum Team Research Report, March 2010: Chapter 6, p. 34) recommended a new structure for the education system some of whose ideas have been implemented, notably the establishment of the Early childhood Education and Care programme in primary schools, the establishment of the Diploma in Early Childhood Development in the teachers' colleges, as well a degree programme in that area at university level

backed up by the acquisition of the Early Childhood Development and Research Laboratory launched on January 16, 2014 by the UZ (*UZ Weekly*, January 24, 2014).

Several reports have been written and presented on several aspects of Zimbabwean education including “The Southern African Consortium for Monitoring Educational Quality (SACMEQ), A Study on Demand and Supply of Teachers in Zimbabwe and the Corporate Plans.” Furthermore, Zimbabwe took part in two of the SACMEQ projects. The first educational policy research project was conducted by SACMEQ (1995-1998) where seven countries including Zimbabwe participated and whose national educational policy report

“set down agendas for government action by using national surveys to explore issues related to baseline indicators for educational inputs, the general conditions of schooling, equity assessments for human and material resource allocations, and the literacy levels of Grade 6 pupils.” (pdf document 2) [www.sacmeq.org/downloads/sacmeqIII/WD01\\_SACMEQ\\_III-Results-Pupil-Achievement.pdf](http://www.sacmeq.org/downloads/sacmeqIII/WD01_SACMEQ_III-Results-Pupil-Achievement.pdf)

Twenty thousand pupils were sampled from 1000 primary schools. In Project II, 1999 to 2004, 14 countries participated, 40 000 students and 5 300 teachers were sampled from 2 000 primary schools. Zimbabwe, the 15<sup>th</sup> country of this organisation, did not participate in this study. However, in the third educational policy research project, 2005 to 2010, all 15 countries including Zimbabwe participated.<sup>2</sup> Data for this last study were collected in “the last quarter of 2007 from 61 396 pupils, 8 026 teachers and 2 779 schools (pdf. document 1)

Zimbabwe also participated at the 48<sup>th</sup> Session of UNESCO International Conference on Education in Geneva, 25-28 November, 2008 whose theme was “Inclusive Education: The Way of the Future.” This is a big forum and at this 48<sup>th</sup> session, 100 ministers and deputy ministers of education “from 153 UNESCO member states attended besides 20 intergovernmental organisations, 25 non-governmental organisations, foundations and other institutions of civil society” (unesco.org). The agenda here was for members to “dialogue in the field of education and its specific place within UNESCO’s overall strategy for fostering quality Education for all (EFA) and the Millennium Development Goals (MDGs)” (*Ibid*).

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<sup>2</sup> The 15 countries are Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia and Zimbabwe).

It is important, therefore, to recognise that Zimbabwe diligently participates in forums where research on policy and curriculum issues is discussed, and where members focus on what is to be done to improve their educational systems. This makes Zimbabwe comparable regionally and internationally in terms of the type of education she aspires to have for her population.

The question is: How does all this research where many other countries are involved, result in Zimbabwean teachers, doctors and other workers and professionals, being exceptionally competent in their profession? The UNESCO report paid attention to “Learners and Teachers” and said that there was need to “reinforce the role of teachers by working to improve their status and their working conditions, and developing mechanisms for recruiting suitable candidates and retaining qualified teachers who are sensitive to different learning requirements” (20). The meaning of the comment on teacher training is that, “teachers must be trained and be equipped with appropriate skills and materials to teach diverse student populations and meet the diverse learning needs of different categories of learners through methods such as professional development at the school level, pre-service training about inclusion and instruction attentive to the development and strengths of the individual learner” (20).

Perhaps attention to teacher training is the same internationally and across the SADC region since many of these countries get together from time to time to review such important matters. For instance attention is paid, not only at local level, but also at regional level to “effective school inspection and advisory support...the sine qua non for ensuring quality in education” (*Better Schools, Module 1*, 1998: iii). In the 1990s, school inspection was identified as a crucial area that needed support after recognising that inspectors were mainly recruited from senior teachers with “academic qualifications and some limited teaching; [and] that the majority of school inspectors [were] recruited mainly from the ranks of classroom teachers rather than experienced head teachers.”

Head teachers would then have problems trying to work with such inspectors, it was observed.

Thus, after the adoption of the Association for the Development of Education in Africa (ADEA) Working Group on the Teacher Profession Work programme for

1995-97 at the Teacher Management and Support (TMS) Review Meeting held in Accra, Ghana in July, 1995, the eight SADC countries<sup>3</sup> who attended that Review Meeting met on the sidelines and initiated a regional plan of action on improving school inspection and advisory services. The result was the provision of “a structured local training programme for school inspectors/advisors as well as on-going professional support” (*Better Schools Series*, 1998: iii). Four Modules for Inspectors emerged from this effort, namely,

Module One: *A Trainer’s Guide for the Induction of Newly Appointed Inspectors*;

Module Two: *A Self-Study Guide for Newly Appointed Inspectors*;

Module Three: *A Trainer’s Guide for Inset of Servicing Inspectors*; and

Module Four: *A Self-Study Guide for Serving Inspectors* (*Better Schools Series*, 1998).

Theoretically speaking, therefore, all teachers trained in each of the countries that participate in these conferences and meetings where brainstorming is done and solutions proffered on how to maintain good quality teaching should perform satisfactorily, leaving no room for teacher mobility from one SADC country to another or from one African country to another, even to countries outside Africa - and teachers are crucial as they end up teaching and developing and training other human resources in different professional areas. The reality is different though, for many Zimbabwean teachers in particular, doctors and other professionals and workers are everywhere else except in their own country. The question still remains as to why that is the case. There must be another variable that gives Zimbabwe an added advantage because at all the meetings, conferences and research project symposia, what goes on there are concerted efforts to maintain and/or improve the quality of good teachers and good learning; a quality assurance and quality control issue.

### **Quality assurance**

We may want to define what we mean by quality assurance. It is often variously defined, for example,

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<sup>3</sup> The eight SADC countries are Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe.

In developing products and services, quality assurance is any systematic process of checking to see whether a product or service being developed is meeting specified requirements (searchsoftwarequality.techtarget.com/ definition/quality assurance).

Philip Tovey (1994: 11) offers this definition:

...quality assurance can be described as the means of ‘getting it right first time’ (Muller and Funnell 1991: 3); or as the attempt ‘to ensure that high quality is achieved first time, without costly repetitions...or slow learning curves. It is concerned with the prevention of error, not with the discovery of errors; its aim is assurance, not the checking of finished products’ (Armstrong 1991:8). Quality assurance, then, is all about putting in place a framework which is designed to maximise the chances of achieving particular goals, as a matter of course.

It is no wonder that much time, energy and many manuals are devoted to quality assurance issues in education by many countries, especially for the leaders in the school system—the “head teachers” and the Inspectors. Bob McNie et al. (1991), under the Commonwealth Secretariat Education Programme produced a detailed *Teacher Management Resource Manual* entitled *Head Teacher Management Training and Development of Support Materials: A Planning Overview*. In Zimbabwe, Tom Bourdillon edited a *Handbook on Student-Teaching in Secondary Schools* (1982), both emphasising the need for good quality assurance measures in schools.

However, of all the literature that this writer has come across so far, none describes what is called, in Zimbabwe, “*the scheme of association*” as a quality assurance mechanism. This is what I believe adds value to Zimbabwe’s human resource development for the school system in addition to the Bachelor of Education, Master of Education and Doctor of Philosophy degrees that are offered by the Faculty of Education at the University of Zimbabwe.

### **The University of Zimbabwe scheme of association/affiliation: Historical roots**

The University of Zimbabwe’s Scheme of Association dates back to 1964, as reported in Volume 1 Number 2 of *The Bulletin of the Institute of Education* (13). This is what Professor Atkinson has referred to above and so it is written in *The Bulletin*:

In May [1965] the Associateship course entered the second year of its existence and twelve new students enrolled for the two-year course. At a two-week residential course at the Institute, from 4<sup>th</sup> to 15<sup>th</sup> May, the 1965 students were introduced to the study facilities offered by the

University College [of Rhodesia and Nyasaland] and helped to find their own individual directions for the reports they are required to write.

This pioneering group of students in Association with the University College of Rhodesia and Nyasaland would come to campus for about two weeks to study and to experience the University environment. As for who exactly came to campus, it is reported:

Our Associateship students now represent a quite remarkable range of backgrounds and interests. They come from the primary, secondary and teacher training systems, both African and European (*Ibid*, 13).

Thus, this Associateship has deep, unshakable roots, and in its early stages, it embraced a diverse group of students. They studied varied subjects too:

Among the topics they are investigating are special courses for educationally retarded African children, the conceptual basis of apparatus work in Standard IV arithmetic courses, the development of physical science concepts in primary school children, the problems of teaching French through a second language, reading problems in Sub A classes, the enrichment of courses in Shona by increasing drawing on traditional literature and proverbs, and the contribution which could be made by indigenous art and craft activities to the primary school syllabus” (*Ibid*, 13-14).

There is such a detailed chronicle of what happened under the Associateship. One advantage that the Institute of Education, as it was called, had from the onset is the publication of *The Bulletin* because it became a viable vehicle for reporting on research and activities in education, and so it is very informative (although the authors of the articles in Volume 1, Number 2 used initials only rather than full names. One cannot tell what the initials stand for).

It is important to remember that while *The Bulletin* reported a seeming harmony between blacks and whites who seemed to enjoy equal opportunities, Siyakhwazi (1979, p.3) who examined “the history of church-related teacher education in Zimbabwe during the period 1928 to 1976” reports on the disparities that existed between these races that negatively affected the quality of teacher training, as he says, “Unsatisfactory and separate conditions of service for blacks and whites at the colleges were discriminatory and failed to attract people of the right calibre. Existing

in isolation from the mainstream of academic and professional life, the teachers' colleges were unable to stay abreast of modern trends in education."

However, it is very crucial that we recognise the involvement of the University in teacher education which seemed to have laid a good foundation for later years. Many workshops were held back then, some of which were called "Regional Workshops" that focused on specific aspects of teacher education, such as one held at the Teachers' College, Bulawayo on Saturday, 22<sup>nd</sup> May 1965. "There was an encouraging attendance of people in the area interested in teacher education and the day was profitably spent considering, in a variety of ways, the many different aspects of Teaching Practice" (*The Bulletin*, 1(2), p.11). Even the very word, "workshop" is said to have "crept into our local educational vocabulary in January this year [that is, 1965] at the conference for education lecturers held at the Institute" (*Ibid*, pp.8-9).

Subsequent volumes of *The Bulletin* indicate the numerous research studies that were being done at the Institute of Education. Here are examples of the areas explored and reported on: "The Role of Education in Combating Malnutrition" (*The Bulletin*, 6(3)); "Concept Development in Children from Birth to Late Adolescence" (*The Bulletin*, 7(3)); "The Value of Art in Education" (*The Bulletin*, 7(3)), and more. In the 1980s, the name of the "Institute" changed to "Associate College Centre," but remained engaged with teacher education as more colleges acquired Associate Status, and *The Bulletin* changed its title to *The Zimbabwe Bulletin of Teacher Education*, and then in 2012 to *Zimbabwe Journal of Teacher Education* (Chivore, 2012)<sup>4</sup>.

The main concern of the Associate Status has remained that of quality assurance, and an important development happened in 1970 when the Rhodesian Certificates in Education gained "recognition in the United Kingdom" (*The Bulletin*, 6(3), pp. 60). Thus, those who wished "to teach while visiting the United Kingdom" could do so, though, of course, this referred to the white teachers. For the Africans, the important development was the introduction of a new optional course in the Graduate Certificate

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<sup>4</sup> The articles published in the 2012 *Zimbabwe Journal of Teacher Education (ZIJTE)* are entitled: "Clinical Supervision at Morgan ZINCTEC Teachers College: Is it the Answer?; Using Art Criticism as a Basis for Developing Critical and Reflective Thinking in Fine Art Students at National Diploma Level; An Analysis of the Perceptions of Literature in Zimbabwe: In Search of a New Understanding of Literature in Zimbabwe; The Capacity of Early Childhood Development Policy and Reports in Promoting Inclusive Education in Zimbabwe; Gender Equity in Education and Training in Zimbabwe: Prospects and Challenges Related to the Achievement of United Nations Millennium Development Goals for 2015."

in Education, namely, Teaching English as a Second Language, and we are told, “This is an important subject particularly for the field of African Education” (*Ibid*, 60). Indeed, it was important: it became a passport for teachers in the late 20<sup>th</sup> and early 21<sup>st</sup> Centuries to go abroad and teach! Not only were, and are they going to the UK, but also to Australia, New Zealand, India and other African countries (Katsande, a former B.Ed student who taught in India for many years and then moved to Arusha in 2014 where he is currently teaching).

The crucial thing to emphasise is that from 1957 when “the Institute of Education first...awarded Certificates in Education (or Teachers’ Certificates, as they were then called), holders seeking posts as qualified teachers in England and Wales had applications speedily processed and were granted Qualified Teachers Status normally without difficulty or delay” (*The Bulletin*, 6(3), p.61).

From that early time in the life of the University of Zimbabwe, through the 1960s to date, 2015, teacher education has experienced, and continues to experience vibrant activity, growth and development, change and innovation (*The Bulletin*, 6(3), p.61), both in teaching and research under the Institute of Education-cum-the Associate College Centre-cum-the Department of Teacher Education (DTE in the 1990s onwards).

The University of Zimbabwe was and continues to be at the helm of that activity, change and innovation with quality assurance mechanisms that seem to work, judging by how the diploma teachers here could easily go and teach in the UK during their holidays as way back as 1970. An important statement is made by M.I. Kalso, Editor of *The Bulletin*, 7(3) when he was responding to questions in an interview. He said:

It has been questioned whether our *Bulletin* articles represent official thinking in Rhodesia. Perhaps regrettably they do not. Furthermore, they do not always represent the views of the members of the Institute. Instead, this publication is intended as a sounding board for those concerned with teacher education (p.72).

The statement is important because it puts emphasis and focus on *teacher education*, a focus that has endured 60 years later, and will continue to endure in the future as the UZ deals with issues of quality assurance and quality control.



The Scheme of Association/Affiliation does both Quality Assurance and Quality Control and the difference between these two measures is well articulated below:

Quality guarantee or assurance is based on process approach [sic]. Quality monitoring and its assurance ensure that the processes and systems are developed and adhered [to] in such a way that the deliverables are of good quality. This process is meant to produce defect-free goods or services which means being right the first time with no or minimum rework. Quality control is product-based approach. It checks whether the deliverables satisfy the quality requirements as well as the specifications of the customers or not. Depending upon the results, suitable corrective action is taken by quality control personals [sic]...So, assurance of quality is a proactive or preventive process to avoid defects whereas quality control is a corrective process to identify the defects in order to correct them ([www..totalqualityassuranceservices.com/quality-control-vs-quality-assurance-the-difference-between-them/](http://www.totalqualityassuranceservices.com/quality-control-vs-quality-assurance-the-difference-between-them/)).

In order to carry out these measures, process documentation, establishment of standards, development of checklists, “conducting internal audits, conducting external audits, failure mode effect analysis and training” are all done to ensure success in teacher education (*Ibid*). Below is a description of what the University of Zimbabwe Scheme of Association/Affiliation does. It is a systems-based variable that I believe is the reason why Zimbabwean teachers and other professionals continue to do relatively well in spite of negative vicissitudes sometimes.

### **Current practices in the University of Zimbabwe scheme of association/affiliation**

The UZ Scheme of Association and/or Affiliation has since been strengthened and all the documents that describe its activities have been combined and were published as a monograph in 2011 under the name, *University of Zimbabwe Regulatory Framework, Associate and Affiliate Institutions*. This document is a “Supplementary General Regulations and Regulatory Framework for Programmes in Associate and Affiliate Institutions.” It articulates the quality assurance and quality control measures that the University applies to all the colleges associated or affiliated with her. This is because all together, 28 Colleges are now Associated or Affiliated with the UZ.

“**Associate Status**” refers to “those institutions which do not seek to participate in the work of the University but which seek to obtain the University’s participation in their work” (*UZ Regulatory Framework*, 8), that is, the College remains independent but

works in Association with the University, and the graduates receive diplomas of the UZ. “**Affiliate Status**” applies “to institutions which seek to participate in the work of the University either in Research or Teaching or both” (*Ibid*, 8-9). By the turn of the 21<sup>st</sup> Century, the UZ is no longer dealing with teachers’ colleges only, but also with Teaching Hospitals financed by the Ministry of Health and Associated with the College of Health Sciences; the Zimbabwe Republic Police Staff College and the Zimbabwe Staff College (for the Army) some of whose programmes are Associated with the Department of Adult of Education, Faculty of Education; while the Defence and Security Studies components are Associated with the Faculty of Arts; Colleges of Agriculture Associated with the Faculty of Agriculture; Colleges of Philosophy and Religious Studies Associated with the Faculty of Arts; Colleges dealing in diplomas in Business Management, Leadership and Management both Associated with the Faculty of Commerce; and Colleges offering diplomas in Local Government Administration Associated with the Faculty of Arts.

All these programmes are regulated by the University of Zimbabwe Senate which works through its sub-committee called, The Senate Sub-Committee on Associate/Affiliate Status (SSAAS), chaired by the Pro Vice Chancellor, Academic Affairs and in 2015, at UZ’s 60 years of age, that Pro Vice Chancellor, Academic Affairs is Professor Chipo Dyanda. The Sub-Committee reports to the Academic Committee of the UZ, which is an Executive Committee of Senate and it reports back to Senate. Thus, Associate/Affiliate colleges are now firmly entrenched into the University of Zimbabwe system. It is the SSAAS that visits each college every three to five years to check on facilities, human and material resources to ensure that the college is upholding good standards that warrant continuation with the Associate/Affiliate status. All diploma students under Associateship study their subjects to first year university level by the time they complete their studies in the colleges. That raises their knowledge levels and enables those who want to pursue degree work to join the University at the second year level of their field of specialisation.

If we go back to the history of this Associateship, we see that the scheme has grown beyond the imagination of those who started it. We also see that the UZ uses *a systems-based approach* in regulating the activities of the colleges. When correct

“systems” are emphasised, people and conditions can change, but whoever remains in position is likely to achieve the same outcomes, more or less! The *Regulatory Framework* articulates what is to be done in order to become an Associate/Affiliate College of the UZ from application to continuing with that relationship. Here are examples of what is articulated in the *Framework*, among other things:

- General Academic Regulations for Diplomas in Associate/Affiliate Institutions;
- Policy Guidelines on Associate/Affiliate and Special Relationship with the University of Zimbabwe, including Teaching Hospitals;
- Periodic Review of Accreditation and Maintenance of Associate/Affiliate Status with the University;
- Memorandum of Agreement;
- Guidelines on Articles of Government for Institutions Desiring Associate/Affiliate Status with the University of Zimbabwe;
- Mechanisms for Handling Degree-level Work in Associate/Affiliate Colleges.

All procedures in this Association/Affiliation are properly laid out and well explained, and each college is expected to put in place, their own quality assurance and quality control measures, guided by the University of Zimbabwe’s Faculty of Education and the Department of Teacher Education where the Association/Affiliation is housed.

Thus, quality guarantee or assurance is based on the process approach while quality monitoring ensures that the processes and systems are developed and adhered to in such a way that the deliverables are of good quality as stated above. This process is meant to produce good human resources and attempts to do the right thing the first time. Quality control measures are resorted to when the procedures to be followed somehow get compromised. When such breeches have been observed and reported, either in the teaching or examinations processes, suitable corrective action is taken by UZ and college quality control staff and by the way, students are part of this quality control system because they do not hesitate to report anomalies that they may have observed.

### **Advantages of documenting procedures**

The advantage of having such documented procedures or systems in place is that it does not matter whether people leave through brain drain or other reasons; whether there is an economic collapse; whether political systems change (as happened in 1980 when Africans took over power from white minority rule), the quality assurance systems remain in place for others to implement.

It is worth emphasising that the quality assurance and quality control mechanisms that the University of Zimbabwe has put in place affect many sectors as described above in the section that describes who is Associated/Affiliated with UZ. Thus, a person whose profession is in education, the medical field, agriculture, commerce, business administration and so on, is bound to have crossed his/her path with this University of Zimbabwe system at some point. After obtaining their diplomas college graduates come to the University for degree work, but by this time they are familiar with the discipline of the institution; discipline that they have probably internalised.

The future of this Scheme of Association and Affiliation is that the colleges are expected to grow and devolve into stand-alone institutions offering their own degrees where appropriate, and implementing their own systems that should see them continue with the good ways of doing business.

### **Is comparison with other countries possible?**

It is not possible, in the final analysis, to compare the education system of one country with that of another and then declare that this one is better. What has been done here is to describe what the University of Zimbabwe has done in assisting with human resource development across disciplines that seems to have worked well in the past 60 years. The UZ is unique in its contribution to human resource and research production, judged by the fact that the individuals who have studied here are marketable anywhere in the world. It all started on a small scale when it was teachers who were marketable in the United Kingdom. Many of these UZ graduates are out of the mother country, but that does not matter. They work for the development of the human race wherever they may be found. Zimbabwe continues to develop more and more human resources.

### **The Faculty of Education itself at the University of Zimbabwe**

The Faculty of Education itself at the University of Zimbabwe has grown tremendously. There are now seven teaching departments namely: Adult Education, Curriculum and Arts Education, Educational Administration, Educational Foundations, Science and Mathematics Education, Teacher Education and Technical Education, and a Human Resources Research Centre. The Human Resources Research Centre publishes an international journal, three times a year in March, July and November while the Department of Teacher Education continues to publish the *Zimbabwe Journal of Teacher Education*. Faculty members' research is published here besides in other journals elsewhere.

Details of what goes on in these departments, besides teaching, are published by the Faculty of Education separately. Here we can mention a few examples of what goes on in some of the departments. The Department of Teacher Education, in collaboration with Teachers College Lecturers, now produces books or modules that are to be studied by students in primary teachers colleges while they are on teaching practice (TP) for five terms in a teacher education model where students come to college for two terms, out on TP for five terms and back in college for two terms then they graduate. The books were launched on 16 October 2014.

The numbers of teachers college and other associate college graduates have increased tremendously with some colleges graduating over 600 students in a year (*Diplomas from Associate Institutions, 2012-2013; and Scheme of Association Affiliate/Associate College Graduands 2013-2014*). These books have lists of all graduates from 2012 to 2014 and are available at the University of Zimbabwe, Faculty of Education and in the respective associate colleges.

The Department of Educational Foundations now runs a monthly forum called, the "Zimbabwe Disability and Inclusive Development Forum" launched on October 31, 2013, among other activities. The Department of Science and Mathematics Education not only teaches full time and part time programmes, but also teaches using Open Distance and eLearning methodologies with students utilising three secondary teachers colleges as ICT centres in Bulawayo, Harare and Mutare. This programme was launched in June and July 2010. The last example we shall mention is that of the Department of Technical Education which has raised entrepreneurship to a new, dizzy

level by producing, among other items, from 2011, all the academic regalia from undergraduate to doctoral requirements for all University of Zimbabwe students, over 3 000 graduates each year.

Indeed, the Faculty of Education at the University of Zimbabwe has grown from strength to strength and touches many lives in and outside Zimbabwe. It is simply the best place to be educated in the 21<sup>st</sup> Century.

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