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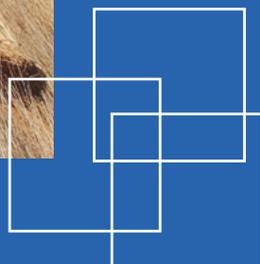
SKILLS



International
Labour
Organization



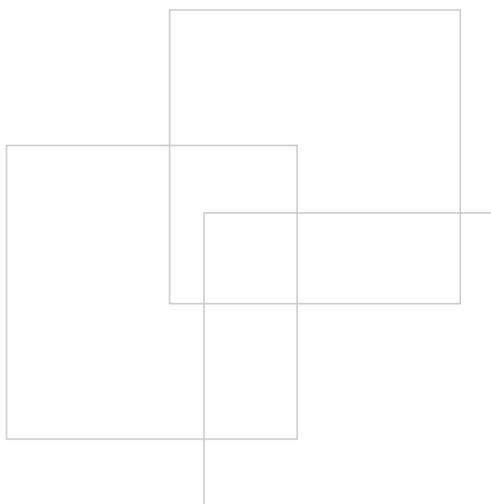
1919-2019



Zimbabwe

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The socio-economic context

Zimbabwe is endowed with vast natural resources, including minerals and beautiful landscapes. After a long period of stagnation and underdevelopment, the country has experienced a decade of economic growth and is striving to become a middle-income country by 2030. Yet so far, growth has failed to translate into widespread economic opportunities at all skills levels. According to the last Labour Force Survey (LFS) in 2014, about 70 per cent of workers were unskilled and the overwhelming majority were trapped in the informal economy, where working conditions are often harsh and productivity is low. Skills development therefore has a key role to play in spurring inclusive and sustainable economic development.

Zimbabwe is a young country of about 13.1 million people (2012), with 41 per cent of its population younger than 15.

According to the latest projections, by 2032 the population will grow to 19.3 million, accompanied by a drop in the proportion of under 15-year-olds to 32 per cent. Accordingly, the working-age population (15–64) will grow from 55 percent in 2012 to 64 percent in 2032 (ZIMSTAT, 2015). This demographic transition represents a unique opportunity, and could lead to faster growth and human development, if combined with effective labour market policies.

Zimbabwe has experienced a decade of economic growth which, however, has not been inclusive.

During the 2009–2012 period, economic growth averaged 9.8 per cent, before slowing to around 1 per cent between 2015 and 2016. Since 2017, the economy has been recovering, with growth rates stabilizing at 3 to 4 per cent per year. However, according to ZIMSTAT data, levels of poverty have persisted, with about 63 per cent of Zimbabwean households deemed poor, and 16 per cent categorized as extremely poor (ZIMSTAT, 2017). In rural areas, where 69 per cent of the population live, poverty is closely associated with food insecurity. In January 2019, an estimated 5.3 million people were considered to be in need of humanitarian assistance, due especially to erratic rainfall and high inflation rates (UN OCHA, 2019).

Agriculture, hunting, fisheries and forestry contributed around 11 per cent of GDP and accounted for some 70 per cent of total employment in 2016 (AfDB, 2018).

The sector has therefore been identified by the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZimAsset) 2013–2018 as one of the key sectors for economic growth and employment creation. Agricultural productivity, however, remains low and the sector faces many challenges, such as reliance on rainfed systems, poorly functioning markets, and farmers' limited access to credit, knowledge and best practices. According to the National Skills Audit conducted in 2018, very few agricultural workers have formal qualifications, and the country faces acute skills shortages (MHTESD, 2018). Policies addressing these challenges could generate much needed jobs, especially in rural areas and for women. The shift from grain to more labour-intensive or biofuel crops could, for example, generate an increase in employment from 10–50 employed people per hectare (ha) to 300–800 employed people per ha. By developing agro-processing industries, such as in the food, beverage and textile sectors, investments in agriculture could also have spillover effects on manufacturing (LEDRIZ and ILO, 2016).

Doing business can be difficult in Zimbabwe, and there are many barriers to entrepreneurship.

Some of these are related to skills and training, and others linked to the challenging business environment (ILO, 2018). Zimbabwe has entered a process of deindustrialization and informalization since 2009. Subsequently, growth has mainly been driven by mining and agriculture. The share of manufacturing declined from 12.7 to 8.3 per cent of GDP between 2009 and 2016, while that of mining increased from 6.7 to 8.6 per cent. The services sector has remained dynamic, and contributes around 56 per cent of GDP (AfDB, 2018). Private sector enterprises, which are key to job-rich growth, face various challenges, such as difficult access to credit, lack of adequate infrastructure for transportation, electricity and telecommunications, policy uncertainty and widespread corruption (ILO, 2018). Around 67 per cent of economic activity is currently concentrated in the informal sector.

The Government acknowledges the contribution of micro, small and medium-sized enterprises (MSME) to growth, and has taken steps to develop a strategy to help MSMEs transition to formality. However, according to a recent study conducted in Harare, informal sector operators are still often criminalized, and street vendors continue to face harassment and arbitrary restrictions from civic authorities (Mazhambe, 2017).

Zimbabwe faces a serious problem of unemployment and underemployment, especially among youth.

Unemployment rates reached 11.2 per cent for the working-age population, and 17.6 per cent for young people aged 15–24 in 2017. The share of youth not in employment, education or training is 42 per cent. Since many people cannot afford to be unemployed, they turn to the informal economy. According to the latest Labour Force Survey, the proportion of Zimbabweans earning a living in the informal economy rose from 84 per cent in 2011 to 95 per cent in 2014. Underemployment is also a serious issue among workers in the informal economy, with time-related underemployment reaching 21 per cent (ILO, 2019).¹

Lack of employment opportunities is the main cause of emigration, especially for skilled workers.

The United Nations estimates that there were 571,970 Zimbabweans living in the top 5 countries of destination – South Africa, the United Kingdom, Malawi, Australia and Botswana in 2013. The total number of Zimbabweans living abroad, including illegal migrants, is much higher, and has been estimated at around 3 million (ZIMSTAT and IOM, 2018). According to the 2014 LFS, nearly 32.5 per cent of labour migrants who have left the country since 2009 were skilled agricultural, forestry or fisheries workers, compared with only 9.7 per cent of skilled services and sales workers. Around 73 per cent of labour migrants had some secondary education, and around 7 per cent had post-secondary qualifications, suggesting that the country is experiencing a loss of precious human capital.

¹ Persons in time-related underemployment are those who were willing to work additional hours, were available to do so, and had worked less than 40 hours per week during the last month preceding the survey.

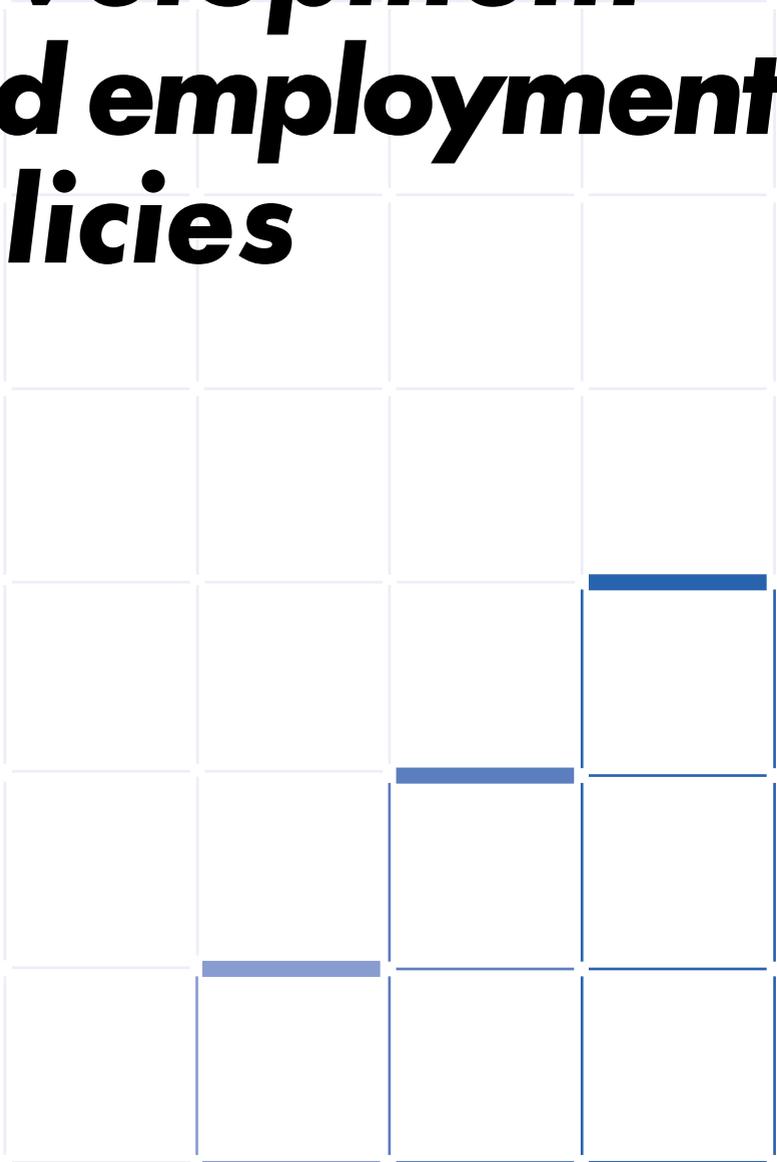
Zimbabwe suffers from both high youth unemployment and skills shortages.

The adult literacy rate is among the highest in Africa, reaching almost 89 per cent. Net enrolment rates in primary and secondary education in 2013 stood at 85.8 per cent and 44.2 per cent, respectively. Enrolment in tertiary education, however, falls short of the regional average of 9.1 per cent, reaching 8.5 per cent in 2015 (UIS, 2019). According to a recent skills audit, Zimbabwe faces a serious deficit of skilled professionals, particularly in the engineering, science, technology, health and agricultural sectors.

At the same time, graduates in the field of business and commerce struggle to find employment (MHTESD, 2018). A survey conducted among 580 formal and informal firms reveals that 20.6 per cent of respondents consider workers to have significant skills deficits, while an additional 22.2 per cent consider that they have minor skills deficits (ILO, 2018).



Development and employment policies



Zimbabwe aims to become an upper middle-income country by 2030. Following the general election of 2018, the new Government adopted the Transitional Stabilisation Programme (TSP) (October 2018–December 2020), aimed at stabilizing the economy and accelerating economic growth.

The TSP defines agriculture, manufacturing, mining and tourism as key drivers of economic growth and employment creation. According to an analysis of sectoral employment potential conducted by the International Labour Organization (ILO), active reforms and investments in skills and infrastructure could create 110,000 jobs in manufacturing and 31,000 in mining within 3 years (LEDRIZ and ILO, 2016). Moreover, tourism's share of GDP could rise by an annual 2.5 per cent until 2028, while the number of jobs could increase by an annual 1.5 per cent (WTTC, 2018). For this reason, investments planned in the TSP are emphasizing:

- I.** Value addition and the processing of agricultural production and minerals for the manufacturing sector.
- II.** The development of tourism, information and communication technologies, as well as banking and finance in the services sector.
- III.** Improvement of the business environment for private enterprises.
- IV.** The development of public infrastructure and human capital.

Among the different initiatives planned to enhance the country's human capital, the TSP particularly highlights the rehabilitation and expansion of existing post-secondary institutions, the need to reform the system to become more oriented towards labour market demand, and the inclusion of specific target groups, such as girls, women and people with disabilities.

The skills system in Zimbabwe

TVET Policies and reforms

To date, Zimbabwe has no dedicated and comprehensive technical and vocational education and training (TVET) policy. However, first steps to pave the way for development of a TVET policy have been undertaken with support from the ILO. For the time being, the reform agenda only consists of broad strategic actions laid out in the TSP. These include the establishment of new polytechnics and universities, and the modernization of existing ones, as well as the launch of a national skills audit and of the Zimbabwe National Qualifications Framework (ZNQF).

The National Skills Audit was completed during the summer of 2018. It involved various stakeholders and identified priority skills areas for future action. Together with the TVET Policy Review conducted by UNESCO in 2017/2018, the National Skills Audit provides a much needed evidence base for developing a TVET policy that addresses all aspects of the country's skills system.



Governance

The TVET system in Zimbabwe is highly fragmented. There is currently no sector-wide plan to coordinate the interventions of multiple ministries and private institutions.

The Ministry of Primary and Secondary Education is responsible for the provision of vocational training within the new Curriculum Framework for Primary and Secondary Education (2015–2022).

Most formal TVET programmes at post-secondary level come under the responsibility of the Ministry of Higher and Tertiary Education and Science and Technology Development (MHTESTD). Public TVET institutions directly supervised by this ministry, as well as private institutions registered or accredited by it, are regulated by the Manpower Planning and Development Act, which was adopted in 1994 and revised in 1996.

The Ministry of Youth, Indigenisation and Economic Empowerment (MYIEE) supervises 45 vocational training centres (VTCs) and therefore has special responsibility for TVET for young people who left school early, or do not meet entry requirements to post-secondary TVET. Other line ministries, such as agriculture, tourism and mining, also supervise their own specialized TVET institutions. These ministries all use their own instruments to manage skills provision, such as circulars and codes of conduct. With the exception of the Manpower Planning and Development Act, these instruments are not backed by an Act of Parliament.

The National Manpower Advisory Council (NAMACO), which was established by the Manpower Planning and Development Act, advises the Ministry of Higher and Tertiary Education and Science and Technology Development on skills issues. Members of NAMACO are representatives of the Government, including from the Ministries of Agriculture and Health, workers' and employers' organizations, and other public and private organizations. They are appointed by the ministry and are involved in curriculum development and revision, as well as in the assessment of apprentices by the Industrial Training and Trade Testing Department (ITTTD). In addition, they advise the Minister on the imposition and collection of any levy linked to manpower development.

While NAMACO's role is of the highest importance to ensure stakeholder involvement in TVET policy, the structure and functioning of the body are negatively affecting its effectiveness and credibility, and do not contribute to overcoming the system's fragmentation. Frequently cited problems include resource constraints that prevent the council from conducting studies and consultations, long delays in nominating members, and lack of dialogue between the council members and stakeholders (Matanga, 2018; UNESCO, 2019).

Social dialogue

Employers' and workers' organizations participate in TVET governance mainly through their representatives in NAMACO and NAMACO's sectoral committees. However, as shown in a recent study on human development for tourism, social dialogue on skills issues is weak, due especially to the lack of appropriate institutional and legal arrangements, such as functioning sectoral committees, and lack of capacities among stakeholders (Matanga, 2018). In addition, NAMACO is focused on TVET provision under the MHTESTD, and does not advise other ministries offering TVET programmes – let alone offer advice for the informal sector (ADEA, 2013).

Other institutions fostering social dialogue, such as the Tripartite Negotiation Forum at national level and the 45 National Employment Councils at sectoral level, do not appear to focus much on skills issues.

With the massive loss of formal jobs that has occurred in the past two decades, trade unions have lost members and found themselves struggling to finance operations and offer responsive services as a result. At the same time, informal workers' associations have gained strength. A representative study among street vendors in Harare found that approximately 38 per cent of vendors belonged to a vendor association (Mazhambe, 2017). However, both types of organization cooperate to advocate for the rights of their constituents and influence policy-making. For example, the Zimbabwe Chamber of Informal Economy Associations (ZCIEA), which was founded in 2002 by 22 informal traders' associations, is a member of the independent Zimbabwe Congress of Trade Unions.



Beyond participation in tripartite institutions, some trade unions or member-based organizations such as ZCIEA also offer education and skills training on various topics, such as workplace safety and health, rights and business skills.²

² See www.zciea.org.zw

Financing

There are three main sources of funding for TVET in Zimbabwe: government subsidies, student fees and a training levy. There is no recent data on the total amount of resources allocated to TVET, but according to information gathered by UNESCO, no government subsidies or budgetary allocations have been received by training institutions that come under the MHTESTD since 2012. A similar situation can be expected to apply to institutions funded through other ministries, especially the Ministry of Youth, which is responsible for vocational training centres, but has a small budget compared with other ministries (Mambo, 2010).

As a result, public training institutions rely on tuition fees, internally generated revenues from consultancy and production services, and financial support from the Zimbabwe Manpower Development Fund (ZIMDEF) and international donors. For this reason, training is often too expensive for students from poor families. Training institutions, especially in rural areas, lack the financial resources to maintain and renew learning equipment and tools, which results in poor quality of delivery.

The training levy, which amounts to 1 per cent of the total wage bill, is administered by ZIMDEF. This fund is allocated to institutions under the MHTESTD, including universities and teachers' colleges, to pay for infrastructure, equipment and academic facilities. ZIMDEF covers tuition, boarding fees and wages of apprentices, as well as allowances for lecturers in polytechnics and an industrial attachment allowance to polytechnic students.

The fund also reimburses employers for the expenses that they incur in sending employees to upskilling courses. However, the financing mandate of ZIMDEF does not extend to the vocational training centres that target economically and academically vulnerable groups of learners, nor does it prioritize strategic sectors or programmes. In this context, an effective prioritization and stronger stakeholder involvement, for instance through the establishment of a tripartite ZIMDEF board, could help to increase its impact and dissipate perceptions of misallocations (UNESCO, 2019).

Given the limited financing capacities of the state, there is a need to reflect on funding mechanisms based on a strategy that includes all parts of the skills system. Interesting models of public-private partnership already exist in forestry, telecommunications and mining. In these sectors, training directly targets the needs of formal sector enterprises, which are therefore willing to contribute to the financing of TVET institutions. In the informal sector, training is often funded exclusively by tuition fees, and public interventions could help to incentivize enterprises to support the training of their workers, or to support businesses in their transition to the formal sector.



Skills anticipation

The Zimbabwe national statistical system has made significant progress in generating data disaggregated by sex and age in the past few years. However, gaps and challenges remain. Capacity to operate a fully-fledged labour market information system (LMIS) is lacking, making it difficult to develop relevant training programmes. Data on the current state of the labour market are partly outdated, since large surveys such as the LFS are difficult to conduct on a regular basis due to resource constraints. The National Skills Audit conducted in 2018 provided precious evidence to inform policy-making, but there are no plans to make this a recurring exercise. There is therefore a need to develop a more systematic skills anticipation system. Finally, there is no systematic data collection on the employability of graduates to inform curriculum development and planning.



Skills development

The formal TVET system in Zimbabwe is highly fragmented, and includes a variety of training providers who come under the responsibility of multiple ministries. In addition, a non-formal and an informal TVET system, comprising private training providers on the one hand and the traditional apprenticeship system on the other, also contribute to skills provision.

Improving delivery and assessment of training

Under the responsibility of the MHTESTD, eight polytechnics and two industrial training centres deliver training to secondary school graduates. Most programmes are offered in the commercial and engineering sectors, and include a one-year industrial attachment to provide students with practical skills. The mandate of these institutions is to train middle-level technical professionals, yet the polytechnics have also developed an increasing offer at Bachelor level, in an attempt to be given the same status as universities. The number of students enrolled in polytechnics has risen slightly since 2015, to reach 23,570 in 2017 (UNESCO, 2019).

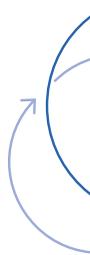
Under the responsibility of the Ministry of Youth, Indigenisation and Economic Empowerment (MYIEE), 45 vocational training centres (VTC) offer TVET programmes to young people who have dropped out of school, or who do not meet the entry requirements for polytechnic and university education. The number of students attending these TVET courses increased from 2,658 in 2012 to 8,626 in 2016, due primarily to the opening of new VTCs. However, these figures do not remotely correspond to the number of young people in need of training. With the exception of a few popular courses, participation levels in most programmes are low, and existing capacities are not fully utilized. This could have several causes, such as formal entry requirements, financial barriers, or the perceived low quality or poor labour market outcomes of the programmes (UNESCO, 2019).

The Ministry of Agriculture runs eight agricultural colleges, which provide training ranging from short-term courses for employed persons up to Bachelors courses, which are awarded in cooperation with universities. They also cooperate with farmers' unions to provide training to school leavers and street children. The Ministry of Agriculture further supports agricultural extension centres, which provide practical training to farmers.

Other training centres and TVET institutions are run by line ministries in the fields of health, entrepreneurship, mining and tourism etc. Some of these award diplomas in collaboration with state universities.

In addition, Zimbabwe has numerous private training providers, some of which are accredited by the MHTESTD, and some receive funding from the ZIMDEV. Many unregistered training providers are operating in the informal sector, offering short courses geared to the needs of workers in the informal economy. Since skills provision is not regulated, there is no evidence of the quality and effectiveness of the training they deliver, and learners cannot use certificates to re-enter the formal TVET system.

Work-based training is another widespread form of skills provision in Zimbabwe. Informal apprenticeships are not regulated by the state, and provide skills in a traditional setting in small and micro-enterprises within the informal sector. Apprentices work and learn under the supervision of a master craftsman for a duration ranging from a few months to three or four years. Formalized apprenticeships are covered by the Manpower Planning and Development Act. They involve a contract between the trainee, the Government and the training company, and are open to secondary school graduates.



The curricula, which include one year at a college and three years at the workplace, are developed by the Apprenticeship Board. Around 800 young people started an apprenticeship in 2017, most of them male (UNESCO, 2019). While the demand for training greatly exceeds the number of apprenticeships offered by employers, some evidence suggests that their popularity among young people is diminishing due to the decline of the formal sector, and the poor prospects of obtaining a job afterwards. This illustrates the need for comprehensive labour market policies that address youth unemployment.

A major concern regarding skills delivery in Zimbabwe relates to the relevance of training for the labour market. The formal TVET system is largely supply-driven. It mainly addresses the formal sector of the economy, which does not offer sufficient employment opportunities to absorb all graduates. Introducing shorter, more targeted and cheaper training is not attractive for most public training institutions, as it would undermine their financing model based on tuition fees. As a result, Zimbabwe is facing a skills gap in low- and middle-skilled positions, despite the country's high unemployment rates (ADEA, 2013).



Skills recognition and quality assurance

The Quality Assurance and Standards Department of the MHTESTD is responsible for the accreditation, supervision, coordination and regulation of training provision. Various bodies, such as the Industrial Training and Trade Testing Department (ITTTD) and the Higher Education Examinations Council, are involved in institutional and programme accreditation, examinations and assessments, and the awarding of nationally recognized qualifications and certificates. Due to their lack of resources, and the fact that some private training providers offer courses that are not accredited, the low quality of TVET remains a source of concern. Quality assurance at the level of TVET institutions is not well developed (UNESCO, 2019). The qualification system of Zimbabwe is highly fragmented. Various ministries award their own qualifications, and many TVET institutions cooperate with universities to improve the image and attractiveness of their programmes by delivering higher education qualifications. Following the launch of the Transitional Stabilisation Programme 2018–2020, the Government set up the Zimbabwe National Qualifications Framework (ZNQF) in 2018.³

³ A qualifications framework is a formal description of learning levels and associated qualifications covering the whole range of general and technical and vocational education and training, and their learning outcomes. It forms a basis for the development, improvement and assessment of education and training delivery.

The ZNQF aims to integrate the different parts of the education and training system into a unified structure, with clear pathways. It should also facilitate recognition of prior learning (RPL), and the development of mechanisms that allow TVET graduates to progress to higher education. The framework includes ten levels and is aligned with the Southern African Development Community Qualifications Framework (SADCQF) (MHTESD, 2018).



Social inclusion

Accessing skills development

The TVET system in Zimbabwe is diverse, ranging from short courses for disadvantaged groups, such as street children, to university programmes. As in so many countries around the world, students and parents have generally perceived TVET as ‘second best’ compared with academic education. This negative image affects participation in TVET, which is further damaged by various barriers confronting those who seek training.

A first barrier to access for youth from poor families lies in tuition fees and other training-related costs. Both public and private TVET institutions rely heavily on fees to finance operations. Most public TVET institutions are not in a position to grant scholarships to poor students, due to their precarious financial situation.

Rigid formal entry requirements represent a second barrier. For the time being, it is still unclear whether the ZNQF and RPL – as planned by the new Government – will change the situation. Zimbabwe has a well-educated workforce compared with many other countries in the region.

Nevertheless, around 42 per cent of unemployed youth have not completed secondary education. These young people have almost no chance of securing formal employment, should they not obtain access to second-chance education and skills (ILO and FTE, 2015).

Literacy and education profiles are not significantly different for males and females in Zimbabwe. Female participation in TVET, however, is significantly lower than male participation, and strongly biased towards certain trades, such as hairdressing, office administration and clothing. Only 14 per cent of apprentices are women, and in agricultural institutions, 35 per cent of the students are women. Traditional attitudes and a lack of guidance and counselling are among the most frequently cited reasons for gender imbalances in TVET (Mambo, 2010).

Access to TVET is also difficult for learners with special needs or disabilities. However, there are some exceptions, such as the Danhiko Industrial Training College, which offers joint training programmes for learners with and without disabilities. In addition, many non-governmental organizations (NGOs) provide targeted training programmes for different groups, such as school leavers, youths with HIV/AIDS and disabilities, and women, often with the support of international donors. Since many NGO programmes are not accredited, or do not deliver nationally recognized certificates, the quality and labour market outcomes of these programmes are uneven, and often difficult for learners to assess (ADEA, 2013).

Supporting transitions to the labour market

In a context of high levels of youth unemployment and informality, young people are often left to their own devices to make career choices and find their way into the labour market. Employability skills have been integrated into the curriculum, both in secondary education and in post-secondary TVET. However, there is no systematic career guidance and counselling, and reliable information on training and employment opportunities is not easily available for young people (UNESCO, 2019).

There are numerous programmes run by NGOs, private initiatives and TVET institutions to support young people in becoming self-employed, or starting a business. An impact assessment of two projects implemented under the ILO Skills for Youth Employment and Rural Development Programme in Zimbabwe, the Training for Rural Economic Empowerment (TREE), and the Quality Improvements In Informal Apprenticeships, showed that young entrepreneurs who underwent the training were successful in setting up their own businesses (ILO, 2015).

Lifelong learning

Within the fragmented TVET system of Zimbabwe, workers have access to various skills programmes, especially in the framework of those targeted by NGOs, trade unions or VTCs. Existing programmes such as TREE, Start Your Business and Improve Your Business, which meet the demands for business and vocational skills among workers in the informal economy, could be used and expanded to serve more people (LEDRIZ, 2017). However, the principle of lifelong learning is not yet enshrined in the structure of the TVET system. Formal entry requirements and the absence of clear qualification pathways represent strong barriers for all those who have left school early to take on employment.

Among registered firms, 26 per cent offer formal training to employees, which is below the average in sub-Saharan Africa. In the manufacturing sector, the 59 per cent share of workers receiving training was higher than the regional average of 45 per cent (World Bank, 2016).

“The State and all institutions and agencies of government at every level must endeavour to secure... vocational guidance and the development of vocational and training programmes, including those for persons with disabilities”





– Constitution of Zimbabwe

Article 24

Key challenges

The year 2018 was marked by important developments in the field of TVET in Zimbabwe. The launch of the ZNQF and the provision of new evidence on the state of skills in the country through the National Skills Audit and the TVET Policy Review should contribute to the modernization of the TVET system. Nevertheless, pressing and complex challenges remain for TVET in the country:

1 **Fragmentation of the TVET system.**

The TVET system in Zimbabwe is highly fragmented, and there are no functioning coordination mechanisms between the different ministries involved in skills provision and certification. This makes the adoption and implementation of reforms a time-consuming and complicated endeavour.

2 **Weak involvement of industry and social partners.**

Social dialogue and industry involvement in TVET are still limited, both at the level of policy-making and in training delivery. Zimbabwe already supports workplace learning through modernized apprenticeships and industry attachment of TVET students. The benefit of such measures should be extended by increasing social dialogue and the participation of enterprises in TVET.

3 Lack of sustainable financing for TVET institutions.

TVET institutions, both public and private, rely heavily on tuition fees for financing training materials and workshop equipment, as well as for compensating the lack of subsidies to pay for teachers and infrastructure. This represents a major challenge to making the system equitable and accessible to young people from poor families. At the same time, it has a negative effect on the quality of training. Government subsidies and ZIMDEF are not used to steer skills provision according to principles such as social inclusion and responsiveness to the needs of the economy.

4 Lack of relevance of skills provision.

There is no system for skills needs identification and curriculum review. There is also little information on the labour market outcomes of existing programmes. This affects the quality and relevance of skills provision, and also reinforces the negative perception of TVET by young people and employers.

5 **Poor quality of skills provision and scant appeal of TVET.**

Underfinancing of TVET institutions, and a still rudimentary quality assurance system, have resulted in overall poor quality of training. This, in turn, fuels the negative image of TVET in society. Nevertheless, some formal apprenticeships and programmes offered at post-secondary level by better resourced institutions demonstrate that good quality can make TVET attractive to both young people and employers.

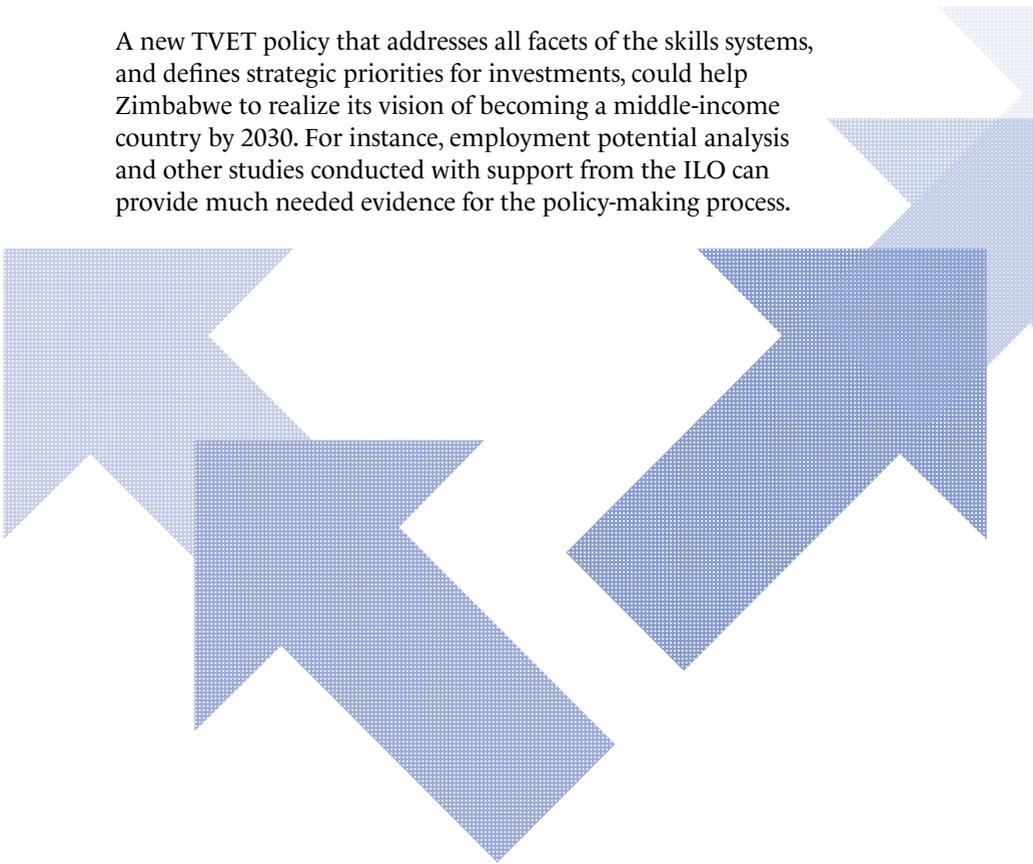
6 **Access, equity and progression.**

There are numerous barriers for vulnerable groups in the current TVET system. Rigid entry requirements, lack of clear pathways for progression, and the absence of effective guidance mean that large shares of the population cannot benefit from training to improve their employability and productivity, or enhance their chances of better livelihoods and working conditions.

The way forward

1 Supporting the development and adoption of a new TVET policy.

A new TVET policy that addresses all facets of the skills systems, and defines strategic priorities for investments, could help Zimbabwe to realize its vision of becoming a middle-income country by 2030. For instance, employment potential analysis and other studies conducted with support from the ILO can provide much needed evidence for the policy-making process.



2 Investing in the TVET system and improving the effective allocation of available funds.

Based on a strategic vision of the TVET sector, and taking into account national development priorities, there is a need to design innovative approaches for financing skills delivery, both in public and private institutions. In particular, financing mechanisms should support the shift from a supply-led to a demand-oriented skills system.

3 Strengthening social dialogue and industry involvement at policy level and in TVET provision.

The progress made in strengthening social dialogue at national level through institutionalization of the Tripartite Negotiation Forum should be continued, and extended to TVET governance and delivery, for example for management of ZIMDEF. Workers' and employers' organizations could benefit from international support to strengthen their capacities to contribute their expertise at all levels of the TVET system. Stakeholder involvement also needs to be strengthened at institution level, to make training more relevant to the needs of the labour market and of learners.

4 Supporting implementation of the national qualification framework.

The Government achieved a milestone in launching the ZNQF in 2018. The implementation phase is challenging, as shown by other countries' experiences. Zimbabwe could therefore benefit from the expertise and lessons learned in other countries.

5 Supporting the development of an integrated and localized system of skills anticipation.

While the establishment of a fully-fledged LMIS cannot be achieved in the short term, information about the career of graduates and feedback from employers can be gathered at relatively low cost. This can be used to assess the relevance of training programmes and inform curriculum revision. Existing toolkits and methodologies developed by international organizations such as the ILO, the European Training Foundation, or the European Centre for the Development of Vocational Training, could be used to support the progressive development of skills anticipation and monitoring capacities at institutional level, as well as at provincial and national level.



6 **Developing skills provision for workers in the informal economy.**

The skills system has a role to play in supporting the transition of informal sector enterprises to the formal sector. To increase their productivity and improve their working conditions, workers in the informal economy need to have access to business and vocational skills, as well as to education on socio-economic rights. Targeted programmes should take into account the living conditions of specific groups such as women, people with disabilities, or youth. Following the example of the ILO Green enterPRIZE Innovation & Development Project in Zimbabwe, it is important to prioritize actions in strategic sectors aimed at supporting sustainable and inclusive economic growth (ILO, 2017).

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