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Session 2-2

**PAPER ON THE UPDATE OF THE IMPLEMENTATION OF THE
ZIMBABWE NATIONAL QUALIFICATIONS FRAMEWORK:**

**Presented by the ZIMBABWE COUNCIL FOR HIGHER
EDUCATION CEO PROF P.K DZVIMBO**

ZNQF IMPLEMENTATION REVIEW WORKSHOP

9 MAY 2024

**RADSON BLUE HOTEL & CONFERENCE CENTRE
SANDTON JOHANNESBURGH SA**

How

WHAT TO EXPECT

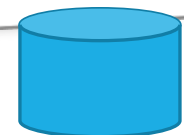


What

- HTE Regional and National Background
- Ministry Vision, Mission, Values
- What is the background of the ZNQF?
- What is the current state of qualifications in Zimbabwe and the SADC Region?
- What has been the impact of ZNQF to date?



Where



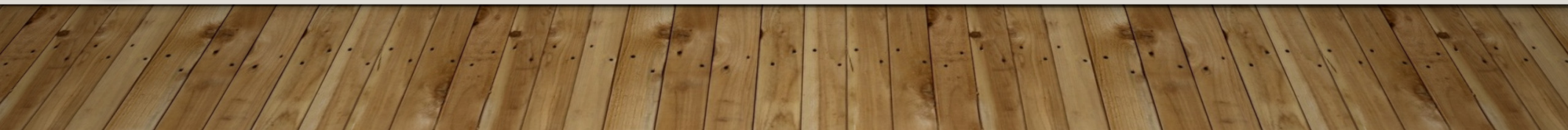
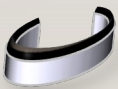
REGIONAL & NATIONAL BACKGROUND

NDSI Vision 2030 To transform Zimbabwe into a prosperous upper middle-income society by 2028.

The industrialisation and modernisation of the nation being key but also informed by regional ratified plans.

The **SADC Industrialization Strategy and Roadmap 2015-2063** Strategy is anchored on three pillars namely;

- industrialization as champion of economic and technological transformation;
- competitiveness as an active process to move from comparative advantage to competitive advantage; and
- regional integration and geography as the context for industrial development and economic prosperity.



HERITAGE BASED EDUCATION 5.0| VISION

Goal 1 :Robust Legal & Governance Structures for the modernisation and Industrialisation of Zimbabwe through HTEIs

Goal 2 :Higher and Tertiary Education System that produces Quality Goods and Services

- The vision of the Ministry is to deliver a **competitive, industrialised** and modernised Zimbabwe through **heritage based** higher and tertiary education, innovation, science and technology development.

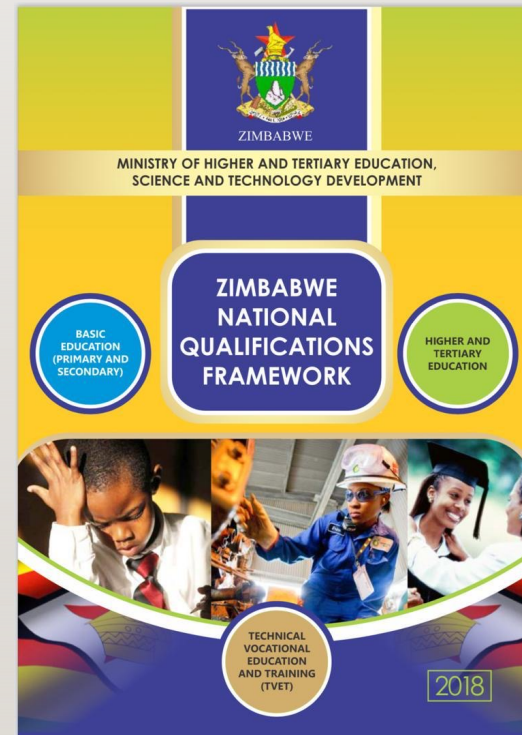
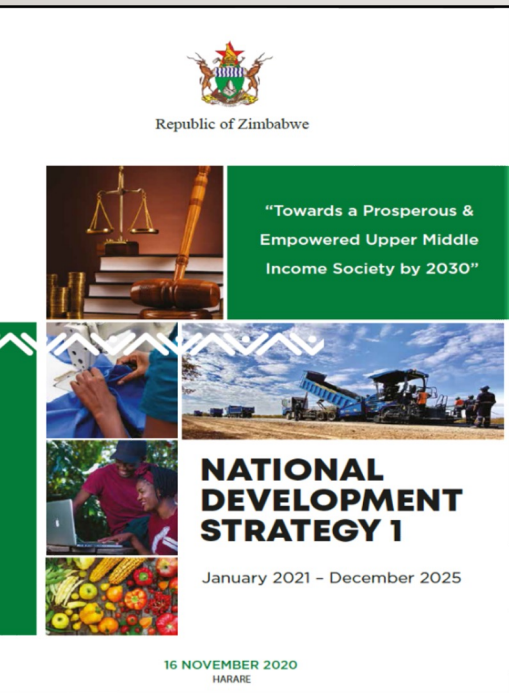
Goal 3:Heritage Based Innovation Science and Technology Development that produces Quality Goods and Services

Goal 4 :Strong Educational Programmes supported by modern Physical, Financial and Promotions Infrastructure aligned to the ZNQF opportunities

Values : Integrity; Humility; Innovation; Productivity; and Servant Leadership

Imperative Government Policies speaking to HTE

- The main principle underpinning the Ministry's programmes is that knowledge that does not result in quality goods and services is knowledge that is not useful at all in advancing Zimbabwe's strategic vision 2030.



WHAT IS THE ZNQF?

- The Zimbabwe National Qualifications Framework (ZNQF) is a formalized structure to provide a mechanism to harmonise national qualifications to enable vertical and horizontal mobility of learners and graduates.
- The ZNQF also harmonises Zimbabwean qualifications with those of the SADC region and other regional frameworks.

ZNQF BACKGROUND

The motive to develop the ZNQF was hinged upon the three main pillars:

- Development of a single integrated qualification portal system for Basic Education, TVET and Higher Education otherwise known as the National Qualifications Framework
- Domestication of the ratified harmonized SADC Qualifications Framework (SADCQF)
- The call by the African Union (AU) on harmonization of education and training in Agenda 2063 as well as the SADC Industrialisation Roadmap.



Governance of the ZNQF



- The two Ministries of Education MoPSE (responsible for Primary and Secondary Education) and MHTEISTD (responsible for Higher and Tertiary Education, Innovation Science and Technology Development) lead the administration of the ZNQF.
- There is a NAC comprising of stakeholders (Ministries and professional bodies that domicile qualifications) to ensure that ZIMCHE, HEXCO & ZIMSEC as ZNQF regulatory authorities maintain flexibility, autonomy & responsiveness in line with international best practices.

Primary goals of the ZNQF

The primary goals are to:

- Establish pathways for vertical progression of education and training qualifications;
- Establish pathways for horizontal comparability of education and training qualifications; and
- Increase coherence between education output and needs of the labour market.

Objectives of the ZNQF

The objectives ZNQF are to:

- Situate the diversity of Zimbabwean education and training in the present and the future.
- Contribute to national economic performance.
- Support the development and maintenance of pathways which provide access to qualification and assist people to move easily and readily between education and training sectors.
- Regulate and ensure quality in education and training.

ZNQF Objectives Cont.

- Enhance national and international mobility of graduates and workers through increased recognition of the value and comparability of Zimbabwean qualifications.
- Provide a model for transparency in comparison of qualifications.
- Increase coherence between education output and needs of the labour market.

CURRENT STATE OF HIGHER AND TERTIARY EDUCATION QUALIFICATIONS IN ZIMBABWE



Zimbabwe has Ministries with institutions where qualifications are awarded and where qualification awarding structures are domiciled. These are the:

- Ministry of Higher and Tertiary Education, innovation Science and Technology Development;
- Ministry of Primary and Secondary Education;
- Ministry of Health and Child Care;
- Ministry of Mines and Mining Development; and
- Ministry of Lands, Agriculture and Rural Resettlement.
- Ministry of Youth Art Sport
- Ministry of Defense
- Ministry of Transport

Qualifications in Zimbabwe, have therefore been harmonised and standardised to conform to the one national qualification framework structure which is now our common point of reference to stakeholders both nationally and internationally.



Structure of the ZNQF

The ZNQF consists of 10 qualification levels.

□ It covers primary and secondary education (Basic Education), technical and vocational education and training (TVET) and higher education.

□ The 10 levels are divided into three bands:

- Levels 1 to 4 – primary, high school education and vocational training
- Levels 5 to 6 - college diplomas and technical qualifications, and
- Levels 7 to 10 - university degrees.

QUALIFICATIONS ON THE ZNQF

1. Primary Level Certificate	6. Higher National Diploma
2. Ordinary Level Certificate/ National Foundation Certificate	7. General Degrees
3. General Advanced Level Certificate	8. Honours Degree (& Post Grad Diplomas)
4. National Certificate	9. Masters
5. National Diploma	10. PhD

Understanding ZNQF Level Descriptors

- Learning level descriptors are statements that provide a broad indication of learning appropriate to attainment at a particular level
- They describe the characteristics and context of learning expected at that level
- They are designed to support the reviewing of specified learning outcomes and assessment criteria in order to develop particular modules and units and to assign credits at the appropriate level
- Descriptors are formulated using learning outcomes language, and are divided into different domains based on specific contextual decisions.
- These domains are referred to as sets of competences which describe progression across the levels.

Understanding Level Descriptors Cont'd

- Level descriptors are designed to act as a guide and a starting point for, inter alia:
 - determining learning outcomes for qualifications and part qualifications
 - Pegging a qualification at an appropriate level on the ZNQF
 - Assisting learners to gain admission through RPL at an appropriate level on the NQF
 - Making comparisons across qualifications in a variety of fields and disciplines pegged at the same level of the NQF
 - Programme quality management, used together with purpose statements, outcomes and assessment criteria

BENEFITS SO FAR OF THE ZNQF TO THE HIGHER AND TERTIARY EDUCATION SECTOR



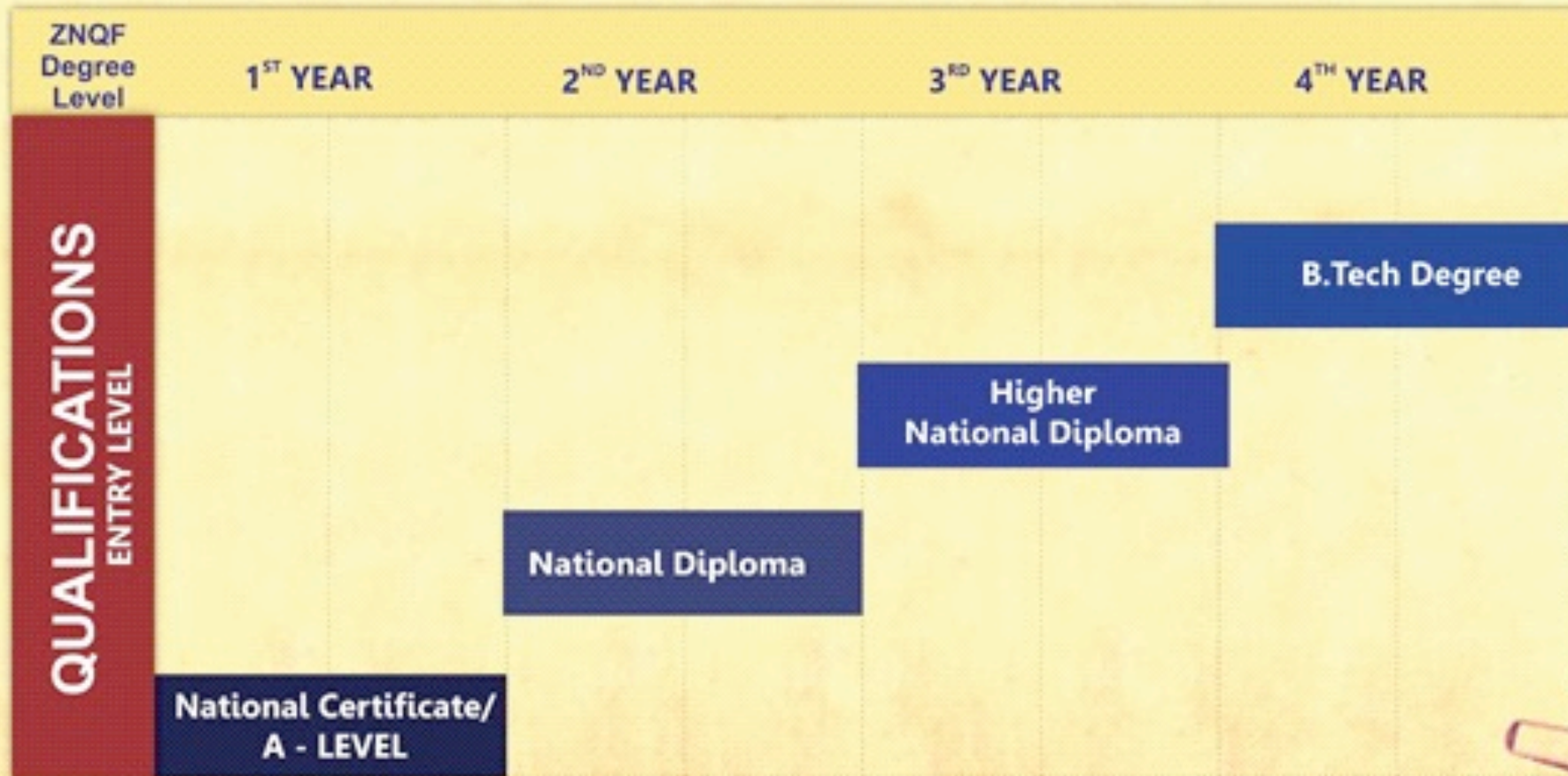
Qualification Portability: ease of movement of local TVET students that is vertical as well as horizontal career progression pathways from Basic Education to TVET and/or University education has been achieved e.g NUST, HIT, ZOU, CUT are taking up HEXCO TVET Diplomas as entry requirements to undergrad programmes;

Skilled Labour Mobility: facilitate mobility of qualified and or skilled labour as part of enhancing human capital for the industrialisation and modernization of the Zimbabwe and cooperate with transferees locally and even in the region e.g the biggest Employer PSC verifies all TVET Qualifications foreign and Local; NECs, Private Sector HR departments have come on board. Regional authorities such as SAQA processes QAs; and

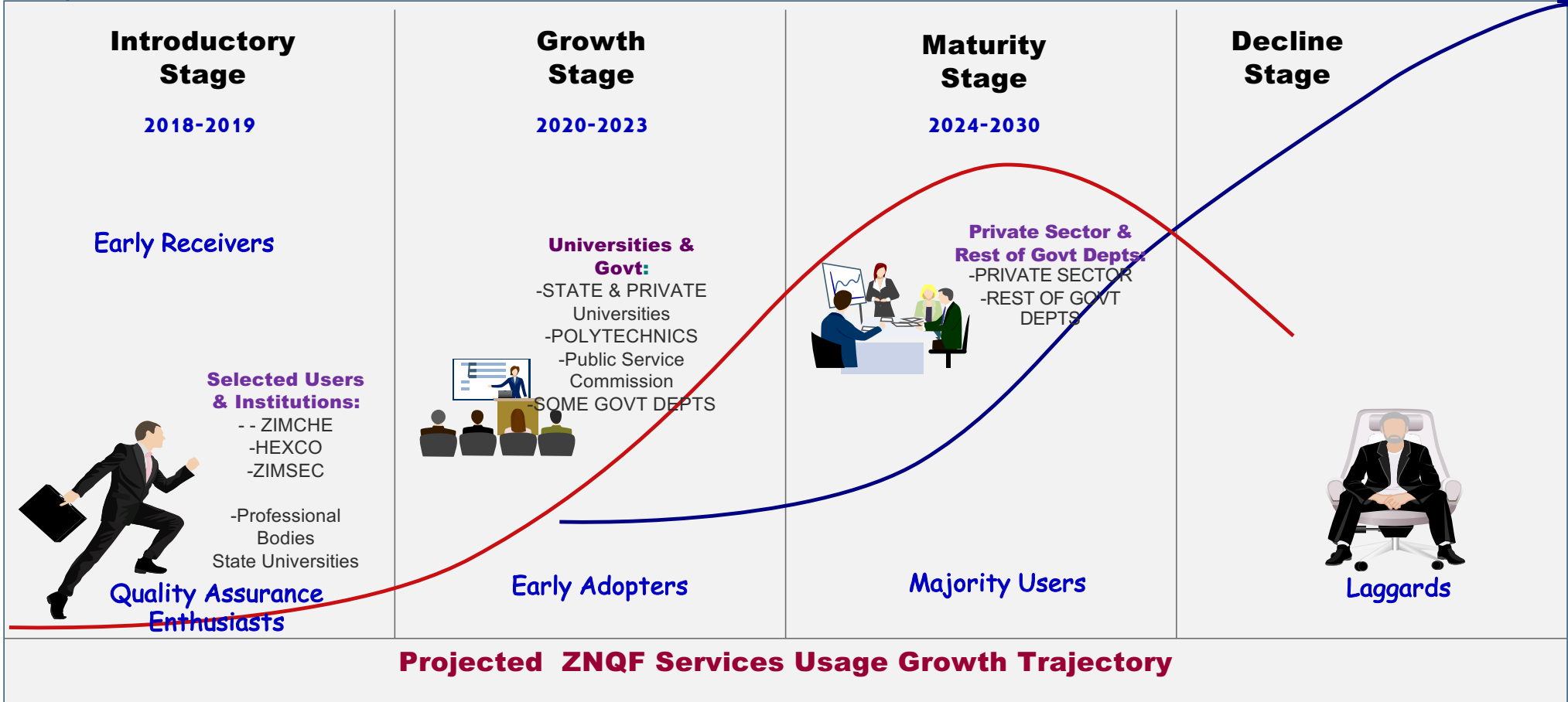
Support Regional Labour Initiatives: Zimbabwe is an active member of the SADC and COMESA negotiations for Mutual Recognition Agreements (MRAs) for Profession Qualifications

Qualification Portability informed by the ZNQF

ZNQF2018



2018-2030 PROJECTED ZNQF USAGE GROWTH



Vertical Progression and Horizontal Comparability

- The ZNQF has allowed HEXCO (TVET Qualifications Regulator) and ZIMCHE (University Education Regulator) to facilitate the **transfer of credits** and **free movement of students** between various TVET institutions within or outside Zimbabwe through vertical as well as horizontal progression pathways has been enabled as MBKs have been established across TVET Institutions doing accredited programmes across different examination / professional bodies in Zimbabwe.
- **Vertical Progression** has allowed **Recognition of Prior Learning**, which has eliminated unnecessary repetition and duplication of material familiar to the students' already completed qualifications. **Exemptions** have been processed through ZIMSEC, HEXCO, ZIMCHE and both Students and Institutions are embracing this facility.
- RPL has facilitated **trade testing and certification** of informally apprenticed students with credible evidence based portfolios of prior experience within industry in designated trade areas.
- RPL has also been facilitated in Universities through a standard mature entry policy

Vertical Progression and Horizontal Comparability Cont'd

- Horizontal comparability of education and training qualifications has been achieved in TVET hence ZIMSEC(Basic education Regulator), HEXCO and ZIMCHE has aligned all qualifications through the development of Minimum Bodies of Knowledge (MBKs), for all TVET qualifications;
- HEXCO Stopped the offering of Unaccredited Own Associate Certificates in 2018 and now insists on TVET Institutions offering programmes through iys accredited programmes or affiliation and or associateship with institutions like Universities and Professional Boards that have charters to confer qualifications;
- The ZNQF has made Minimum Bodies of Knowledge, Qualification Standards and Skills Proficiency Schedules mandatory for all qualifications across the education and training sectors in Zimbabwe as applicable, all done in consultation with industry experts module/programme/trade panels.
- In 2022-2023 the Ministry of Youth collaborated and developed twenty two qualification programmes with HEXCO and this was historical for VTCs programmes

IMPACT OF THE ZNQF IN THE TVET SECTOR

- Improved international comparability of HTEs Qualifications
- Helped to address concerns about **parity of qualifications within the HTE Sector**
- facilitated **access** to, and **mobility** and **progression** within, education, training and career paths and **across national boundaries;**
- **Offered** a dynamic and flexible system which can adapt quickly to new developments in the labour market, workplace, education and training;

SUMMARY OF IMPACT OF THE ZNQF

Standards

a single integrated qualifications system for learners, instructors, employers, parents and all other stakeholders for ease of reference. Such a system has provided an articulation between qualifications and actual competence (skills+Knowledge) standards needs at the workplaces (diversify career routes)

Evidence collection

a fair assessment system has been achieved, which measures achievements against clearly stated national standards via established methods for the collection of evidence of competence (includes RPL)

Framework for comparison

enabling foreign organisations and countries to compare the performance levels of Zimbabwean qualifications in relation to theirs Framework based on evidence against set standards

Quality assurance

provision of SADC regionally compliant national basic, tertiary and higher education quality assurance system (transparent and accountable)

ZNQF LEGISLATURE



In order to operationalise the ZNQF Policy , the Government developed and ratified the following Statutory Instruments :

- i. The ZIMCHE ZNQF regulations SI.
- ii. The HEXCO ZNQF Regulations SI
- iii. The ZIMSEC ZNQF Regulations SI.

These were gazzeted on Friday the 20th of July 2018.

NB* It must be noted that the Ministry amended the MPD Act [28:02] of 1984 in 2021 as well as the ZIMCHE Act with guidance by the Attorney General's Legal Drafting Directorate to smoothen the next phase of implementation of the ZNQF

EMERGING CONTEMPORARY ISSUES FOR THE ZNQF

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Micro-Credentials

short courses that certify your knowledge in a particular area. They focus on a specific skill, knowledge or capability and are based on clearly defined standards and assessment. They are awarded by a trusted provider and can be used to enhance your career, switch to a new field or explore new interests.

A 3D-style oval icon with a gold border and a grey center, containing the text 'ACQF'.

ACQF

a vital policy initiative of the **African Union**, aimed to enhance transparency and portability of qualifications of all sub-systems and levels of education and training, supporting complementarity with national and regional qualifications frameworks and contributing to CESA 16-25 and the continental integration agenda of AfCFTA.

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Qualification Credentials Platform

Zimbabwe is in the process of digitalizing its ZNQF DATABASE OF QUALIFICATIONS under a programme termed Duralsiphala263. This is an evolving process to offer a dashboard to the public where qualification verifications and confirmations can be made virtually. The dashboard also offers mobility statistics on qualification assessments as well as general figures on enrollments for all HTEI programmes upon request.

Thank You!

“A chain is only as Strong as its Weakest Point”



“If you want to go fast, go alone, but if you want to go far, go together”
African Proverb !!!