ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CONTINUOUS PROFESSIONAL DEVELOPMENT FRAMEWORK FOR
TEACHERS AND SUPERVISORS IN ZIMBABWE, HARARE

2020
ACKNOWLEDGEMENTS

Without the assistance from various participants and stakeholders, this assignment would not have been completed. While it is not possible to mention the names of all the people who provided invaluable assistance to the development of this framework, a few are mentioned for illustration.

Officials in the Ministry of Primary and Secondary Education gave tremendous assistance. These officials include: The Permanent Secretary Mrs T. Thabela; Chief Directors: Mr P. Muzawazi, Mr L. Tagara; Ms K.R.L. Nyanungo, Directors: Dr A.P.T. Makanda, Mrs G. Maramba, Deputy Director: Mrs A. Magwada and Principal Human Resources Officer Mr. G Chikuhu, Provincial Education Director for Masvingo Mr Z. Chitiga, district inspectors, school heads, deputy school heads, teachers and pupils.

In the Ministry of Higher and Tertiary Education, Science, Innovation and Technology Development assistance was received from the Permanent Secretary Professor F. Tagwira and Acting Director Mr E. Ndanga. Professor P. Mapfumo, the Vice Chancellor of the University of Zimbabwe and Professor R.J. Zvobgo of the Great Zimbabwe University gave valuable information.

The contact person at UNICEF was Dr P.J. Mavhunga who was at hand whenever assistance was needed. He provided information and guidance. Academics in the Department of Teacher Education, University of Zimbabwe, associate teacher education principals, lecturers and student teachers provided valuable information. The Ministry of Primary and Secondary Education would like to extend its appreciation to Professor Boniface Chivore for carrying out research and compiling the report on which the CPD Framework was based.
GLOSSARY

Competence Based Curriculum: A curriculum which emphasizes complex outcomes in the learning process. These learning processes are: knowledge, skills, and attitudes. This is a departure from the traditional subjects based approach. The approach is learner-cantered, adaptive to meet the needs of teachers, learners and society. Knowledge, skills, and attitudes acquired are environmental based to address challenges faced in everyday life. Broad skills acquired are characterised by critical thinking, problem solving, collaborative, proficiency and autonomy learning. Learning is crosscutting. Formative assessment is emphasised.

Framework: A basic supportive structure of a programme or project. Shape or fabric. It holds parts together. It is an outline, a conceptual structure that sets out procedures, objectives, goals or targets used to guide decision-making to guide on policies on programmes and organizational policies.

Evaluation: This term has been given several names. Sometimes it is taken as part of the evaluation process. It is in four major components: Planning research [needs assessment] formative [process, on-going, inbuilt] summative [front end, ex-tante, impact, output] and then monitoring. Evaluation aims at establishing and determining the relevance, impact, effectiveness, efficiency, achievement and contributions of a given educational programme or project. Findings,
recommendations, lessons learnt are key for decision-making.

**Indicators:** These are clues, signs or markers that are measurable in a programme based on stated aims, objectives and targets. They are defined before a project starts to determine monitoring and evaluation of an intended educational programme. This is normally based on a conceptual framework to guide monitoring and evaluation. Indicators are measurable information used to determine if a programme is being implemented as expected and achieving expected goals. Chosen indicators inform the rest of the programme plan, evaluation methodology, data analysis and report. Critical indicators are input {planning research}, process {formative} and outcome impact indicators.

**Impact Indicators:** These are overall indicators that assess inputs, activities and outcome of an education programme. These are measured against original aims, objectives and targets to determine value, effectiveness, impact on policy, training and organization. The impact can be positive or negative.

**Monitoring:** A systematic process of collecting, analysing and utilization of information to track a programme’s progress in attaining aims, objectives and targets to guide decision-making. It focuses on processes that look at when, where and how programmes perform. In some cases, monitoring is referred to as performance or formative evaluation.

**Process Indicators:** Process indicators are concerned about outcome as an educational programme is being implemented. They are concerned with the quality of training, merit assessment and needs assessment. Specific interventions can be instituted to improve upon an educational programme as it is being
implemented. It scrutinizes programme template, sigma, root cause analysis and training procedures.

**Reskilling:**  
Training of employees with an aptitude for learning a completely new occupation, job or training. Examples are jobs that are obsolete. Such employees will require to acquire new skills to do different jobs/or tasks within the same organization.

**Retooling:**  
This is revision, re organisation for the sole purpose of updating and improvement. It means reequipping with new tools or skills if skills are taken as tools. It is updating, image improvement, revision, substitute or replacement. In the teaching profession retooling involves learning something new, using new teaching methods, improving teacher performance, taking risks, experimenting on new techniques, curriculum clean up, and acquisition of new strategies.

**Tracking Mechanisms:**  
This is a complex type of educational project or programme evaluation which is inter, intra and vertical co-ordinated and monitoring evaluation of related educational programmes. It is aimed at realizing programmes benefits taking action on complex but related issues to ensure overall success of the programme being implemented. It looks at the validity and benefits of a programme. Such benefits should be specific, measurable, achievable, relevant and time linked. Specifically, once planning research has been put in place, everything [all inputs and processes] should and must be systematically tracked to ensure that these are benefiting or beneficial to the intended participant, organisations as well as sponsors.
There must be accountability accruing from the programme.

**Upskilling:** Upskilling is providing training for employees who require new skills to improve upon their current performance without changing their positions or career path. A teacher may require new skills in ICT in order to teach more effectively. Such skills may be obtained through an ICT degree or Diploma, which are then applied to teaching and learning.
Foreword

This framework for Continuous Professional Development (CPD) for teachers and teacher supervisors in Zimbabwe is a milestone development, which will improve the quality of teaching and learning when implemented. It resonates well with the Competence Based Curriculum (CBC) which the Ministry of Primary and Secondary Education introduced in 2017 in a phased approach. The CPD programme bridges the knowledge and skills gap in practicing teachers and their supervisors created by the introduction of new learning areas in the CBC, as well as inform teacher education curriculum for student teachers prepared through teachers’ colleges and universities for the teaching profession. The framework is linked to the Sustainable Development Goal Number Four (SDG 4) that requires all governments to provide quality inclusive and life-long education for all, thereby raise learning outcomes at all levels of the educational system.

The development of this framework, whose methodology was highly consultative, supports major reforms towards the provision of quality education, which helps in the holistic development of all children by unlocking their potential in all spheres of life-long learning. The competence-based approach brought about by the Curriculum Framework for Primary and Secondary Education (2015 – 2022) seeks to engender a sound socio-economic development trajectory for the country through linking the education system to the country’s economic development. This calls for the development of a new set of skills and knowledge among teachers in order for them to deliver effectively on the CBC, hence the need for a deliberate programme to build the capacity of teachers and their supervisors.

In addition, one of the major thrusts of the CBC is its emphasis on the increased use of Information and Communication Technologies (ICT) in teaching and learning. ICT is both a cross cutting as well as a learning area in the CBC. Teachers need to be well grounded in ICT skills in order to facilitate the use of ICTs in their teaching as well as in imparting ICT skills to the learners. This calls for the need to equip teachers with requisite ICT skills through deliberate and well executed pre-service and in-service
training programmes. The need to train such personnel on the job cannot be overemphasized.

This framework lays out guidelines for the provision of continuous learning for teachers and teacher supervisors. It also binds the two ministries of education to collaborate in the formulation of teacher education and capacity development programmes for both pre-service and in-service training. I am aware that in supporting this goal, my ministry should not turn a blind eye to the challenges that teachers face in the education system, including limited opportunities for continuous professional development for all teachers and limited promotion and rewarding of their professional growth. The development of this Framework testifies to the Ministry’s commitment to well-planned and sustainable endeavours to ensure that teachers and teacher supervisors can access well designed CPD programmes to promote professional growth. The programmes is crafted to improve the teaching and learning standards throughout the country, regardless of where the schools are located, be they rural, satellite or urban. Education has a central role to play in the country’s quest to attain an upper middle-income society by the year 2030, hence the need to build the capacity of teachers to equip learners with the requisite skills for economic development. I call upon all stakeholders to support the implementation of this CPD framework so that its stated goals can be realized for the good of the country’s education system.

Hon. Ambassador Cain Mathema
Minister of Primary and Secondary Education
Preface

The development of this Continuous Professional Development (CPD) Framework for teachers and teacher supervisors enhances the implementation of the Competence Based Curriculum (CBC) which was launched in our school system in 2017. The CBC seeks to equip learners with knowledge, skills and attitudes that prepare them for challenges they will encounter in their lives. For this goal to be achieved, there is need to transform the role of the teachers by equipping them with the right skills to deliver effectively on the new curriculum. In this regard, the Continuous Professional Development Framework, guides both pre-service and in-service teacher education programmes and equips teachers to address future national needs of human resources development that subsequently contribute to socio-economic development of the country, using our own home-grown human resource base.

The introduction of new learning areas (subjects) in the CBC, no doubt, presented challenges in the teaching fraternity with apparent gaps of knowledge and skills in these learning areas. It therefore became imperative to develop a framework that identifies these gaps and provides solutions so as to overcome these challenges and restore teachers’ capacity and confidence in their work. Additionally, through this CPD framework, a strong need for the two ministries of education to work together in the development of the country's education system through capacitation of teachers with requisite skills to discharge their duties effectively has been underlined. The framework is also a statement of how government values its teachers and teacher supervisors who are the drivers of our education.

The development of this framework followed a consultative approach both within and outside the education sector, with the aim of promoting a sense of shared ownership and endorsement of the final product. Therefore, it is envisaged that the CPD Framework is a reflection of a consensus of stakeholders’ inputs and ideas. It is hoped the implementation of this framework will bring about the much-needed change in the teaching and learning approaches in our education system and help to improve the quality of education outcomes.
Mrs. T. Thabela,
Permanent Secretary, Ministry of Primary and Secondary Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>(i)</td>
</tr>
<tr>
<td>Glossary</td>
<td>(ii)</td>
</tr>
<tr>
<td>Foreword</td>
<td>(v)</td>
</tr>
<tr>
<td>Preface</td>
<td>(vii)</td>
</tr>
</tbody>
</table>

## EXECUTIVE SUMMARY

1.1 Introduction                              | 1    |
1.2 Organisation of the Report                | 1    |
1.3 Key Terms                                 | 1    |
1.4 Terms of Reference (TOR)                  | 2    |
1.5 Support for CPD                           | 2    |
1.6 Policy                                    | 3    |
1.7 Consultation                              | 3    |
1.8 Documented Evidence                       | 4    |
1.9 Linkages                                  | 4    |
1.10 Data Base                                | 5    |
1.11 In-Service Training Need                | 5    |
1.12 Qualifications                           | 6    |
1.13 Primary Teacher Entry Qualifications    | 6    |
1.14 In-Service Areas                         | 7    |
1.14 Curriculum Issues                        | 8    |
1.16 Special Educational Needs                | 8    |
1.17 National Policy                          | 9    |
1.18 Technical Issues                         | 9    |
CHAPTER ONE

PROPOSED FRAMEWORK

1.2 Introduction 25
1.2 Framework Narrative 25
1.2.1 Infrastructural Performance Indicators 25
1.3 Establishing CPD Consultative Committee 25
1.4 Establishment of CPD Unit
1.5 Data Base Performance Indicators
1.6 Institutional CPD Training Capacity Indicator
1.7 CPD Training Policy Development
1.8 In-service CPD Policy Harmonisation Policy
1.9 Inclusive Education Policy Development
1.10 Technical Education CPD
1.11 CPD Accreditation
1.12 Assessment
1.13 Open, Distance and e-learning
1.14 Teacher Career Path
1.15 Administrative Career Path
1.16 Further Teacher Education Career Path
1.17 Resources
1.18 Observations

CHAPTER TWO

MONITORING AND EVALUATION

2.0 Introduction
2.1 Monitoring and Evaluation Levels
2.1.1 Planning Research Evaluation
2.1.2 National Level
2.1.3 Provincial Level Evaluation
2.1.4 District Level
2.1.5 Cluster/school level 36
2.2 Sources 36
2.3 Monitoring and Evaluation Basic Requirements 37
2.4 Institutional Monitoring and Evaluation 41
2.5 Interactive 41

CHAPTER THREE

IN-SERVICE TEACHER EDUCATION FOR PRE-SERVICE TEACHER EDUCATION

3.0 Introduction 43
3.1 Main Findings 43
3.1.1 Sources of information 43
3.2 Methodology 44
3.2.1 Challenges 44
3.2.1.1 Data Base 44
3.2.1.2 Logistics 45
3.2.1.3 Cooperation 45
3.3 Quantitative Approach 46
3.4 Qualitative Approach 46
3.5 Organisation 46
3.6 Pilot study 46
3.7 Pilot Findings 47
3.8 Organisation 47
3.9 Instruments 48
3.10 Continuous Professional Development 48
3.11 Participants 48
3.12 Teachers Colleges 48
3.13 Student Teachers 49
3.14 Secondary Teachers Colleges 49
3.15 Lecturing Staff 50
3.16 Qualifications 50
3.17 Gender 51
3.18 Student Teachers 51
3.19 Lecturers 53
3.20 Subjects/Areas not Taught 54
3.21 Subjects Adequately Taught 55
3.22 Areas/Subjects for In-Service Education 55
3.23 Justification 56
3.24 ICT 56
3.25 Curriculum Issues 57
3.26 Special Educational Needs 58
3.27 Further Studies 59
3.28 Other Comments 60
3.29 In-service Courses Period 62
3.30 Summary Observations 62
3.31 Conclusion 63

CHAPTER FOUR

IN-SERVICE EDUCATION FOR PRIMARY TEACHERS

4.0 Introduction 64
4.1 Responsible Authority 64
4.2 School Location 65
4.3 Gender 65
4.4 Age 65
4.5 Highest Academic Qualifications 66
4.6 Quality of “O” levels 66
4.7 Experience
4.8 In-service courses done
4.9 In-service Courses Teachers would like to do
4.10 Courses not done at Pre-service level
4.11 Subjects/Areas done at Pre-service level
4.11.3 Main Subject
4.12 Competence Enhancing In-Service courses
4.13 Open Views and Comments
4.13.1 Information Communication Technology (ICT)
4.13.2 Competence Based Curriculum/Curriculum Issues
4.13.3 Inclusive Education
4.14 Need for In-Service Training
4.15 Practical Subjects
4.16 Summary Observations
4.17 Conclusion

CHAPTER FIVE

IN-SERVICE EDUCATION FOR SECONDARY TEACHERS

5.0 Introduction
5.1 Responsible Authority
5.2 School category
5.3 School Location
5.4 Gender
5.5 Age
5.6 Highest Academic Qualifications
5.7 Highest professional Qualifications
5.8 Actual Subjects Done
CHAPTER SIX

IN-SERVICE EDUCATION FOR SUPERVISORS

6.0 Introduction 105
6.1 Breakdown 105
6.2 Responsible authority 105
6.3 Analysis of Mentors by Responsible Authority 105
6.4 Analysis of TICs by Responsible Authority 106
6.5 School Location for TICs 106
6.6 Location of Deputy Heads and Heads Schools 106
6.7 Location of School Inspectors 107
6.8 Location of District School Inspectors 107
6.9 Gender 108
6.10 Age and Experience 108
6.11 Highest Academic Qualifications 108
6.12 Specialisation 109
6.13 Area/Subjects Done at Pre-Service Level 109
5.14 Inclusive Education 111
6.15 Technical/Vocational Subjects Areas 112
6.16 Educational Administrative Areas 112
6.17 Curriculum Issues 114
6.18 Mentors 115
6.19 Period of In-Service Courses 116
6.19.1 Short Term Courses 116
6.19.2 Medium Term Courses 118
6.19.3 Long term In-service courses 119
6.20 Need for In-service Training 120
6.21 Summary Observations 121
6.22 Technological gaps 123
6.23 Mentors 123
6.24 Conclusion 124

CHAPTER SEVEN

HIGHLIGHTS OF MAIN FINDINGS

7.0 Introduction 125
7.1 Sources of information 125
7.2 Methodology 125
7.3 Quantitative Approach 125
7.4 Qualitative Approach 126
7.5 Quality of respondents 126
# LIST OF TABLES

Table 1.1: Plan of Action/Matrix .............................................. 21
Table 1.2: CPD Monitoring and Evaluation Matrix ......................... 38
Table 3.1: Student teacher participants .................................. 49
Table 3.2: Lecturer participants ............................................. 50
Table 3.3: Teachers’ College Lecturers by Gender ......................... 51
Table 3.4: Courses in which lecturers were equipped at Pre-Service Training ......................................................... 53
Table 4.1: Analysis by Responsible Authorities ........................... 64
Table 4.2: Primary Teachers analysed according to School Category .... 64
Table 4.3: Results Analysed according to School Location ............... 65
Table 4.4: Analysis by Gender .............................................. 65
Table 4.5: Analysis by Age .................................................. 65
Table 4.6: Analysis by Academic Qualifications ......................... 66
Table 4.7: Number of subjects done at “O” level compared to subjects taught in Primary schools ....................................... 67
Table 4.8: Analysis by Experience .......................................... 69
Table 4.9: Subject Areas effectively covered during Pre-Service Training by Primary Teachers ......................................................... 72
Table 5.1: Analysis by Responsible Authority ........................... 90
Table 5.2: Analysis by School Category .................................. 90
Table 5.3: Analysis by School Location .................................. 91
Table 5.4: Analysis by Gender .............................................. 91
Table 5.5: Analysis by Age .................................................. 91
Table 5.6: Highest Academic Qualifications ............................... 91
Table 5.8: Highest Professional qualifications ............................ 92
Table 5.9: Analysis by Experience 94
Table 5.10: Analysis by Short Term Courses 94
Table 5.11: Analysis by Medium Term Courses 94
Table 5.12: Analysis by Long Term Courses 95
Table 5.13: Analysis by Qualifications Obtained 95
Table 5.14: Analysis by In-service Courses Secondary Teachers Liked to do 96
Table 6.1: Breakdown of supervisors 105
Table 6.2: Analysis of Mentors by Responsible Authority 105
Table 6.3: Analysis of TICs by Responsible Authority 106
Table 6.4: Analysis of TICs according to School Location 106
Table 6.5: Deputy Heads and Heads School Location 106
Table 6.6: Location of School Inspectors 107
Table 6.7: Location of District School Inspectors 107
Table 6.8: Senior Supervision Analysis by Gender 108
LIST OF FIGURES

Figure 1.1: Primary and secondary CPD governance structure 13
Figure 1.2: Colleges of Education CPD Structures 17
Fig 3.1: Plan of Action/Matrix and CPD Evaluation 24
ABBREVIATIONS AND ACRONYMS

CBC:  Competence Based Curriculum
CDTS: Curriculum Development and Technical Services
CPD: Continuous Professional Development
DTE: Department of Teacher Education
DSI: District Schools Inspector
ECD: Early Childhood Development
ICT: Information and Communication Technology
MHTESITD: Ministry of Higher and Tertiary Education, Science, Innovation and Technology Development
MOPSE: Ministry of Primary and Secondary Education
ODL: Open. Distance and e-learning
TPS: Teacher Professional Standards
TOR: Terms of Reference
T.P.: Teaching Practice
UNESCO: United Nations Educational, Scientific and Cultural Organisation
UNICEF: United Nations Children’s Fund
UZ: University of Zimbabwe
ZIMCHE: Zimbabwe Council for Higher Education
ZIMSEC: Zimbabwe School Examination Council
EXECUTIVE SUMMARY

1.1 Introduction

It is essential to articulate what is at stake in this exercise. This report is on Continuous Professional Development (CPD). This is the unending education and training of primary and secondary teachers, student teachers, supervisors such as mentors, college lecturers, teachers-in-charge, heads of departments, deputy heads, heads, inspectors and district school inspectors. It involves education activities in the value chain following initial pre-service professional and academic certification. This is intended to improve professional and academic knowledge, skills and attitudes in line with inevitable changes that occur from time to time. The purpose being that lecturers, primary and secondary teachers and supervisors remain relevant and up to date in the duties and responsibilities these people perform. These duties and responsibilities may include: self-learning, ODL, peer and mentor teaching as well as institutional based learning. The activities undertaken aim at the development of individual skills, knowledge and expertise. In some countries CPD is linked to licence renewal. This enables those concerned to educate pupils and students more effectively. It is retooling, upskilling and reskilling. Retooling, upskilling and reskilling are critical since there is one constant variable in education. That constant variable is change.

1.2 Key Terms

The Executive Summary highlights and contains main findings of this CPD Framework. It is advised that details are contained in the main text. Before main points under the Executive summary are discussed, it is useful to clarify key terms that appear throughout this Report. These terms are: New Curriculum, Updated Curriculum, Moderated Curriculum and Competence Based Curriculum. Information gathered suggests that there are inconsistencies
as to which term to use. While these may be used interchangeably, the correct terminology to use should be Competence Based Curriculum (CBC).

1.3 Terms of Reference (TOR)

The Terms of Reference referred to as the scope of work guided this assignment. These are:

1.3.1 Review linkages between pre-service and in-service training of teachers in collaboration with the Department of Teacher Education (DTE), University of Zimbabwe (UZ), institutions of Higher Learning, Teachers Colleges and other key stakeholders. This will include an outline of how best the linkages can be enhanced with an emphasis on implications for in-service training design;

1.3.2 Develop an agreed set of Primary and Secondary School teacher competences linked to Training Professional Standards (TPS) and other relevant documents as well as the teacher career path;

1.3.3 Establish and prepare a short report outlining the baseline of Primary and Secondary teachers and supervisors’ qualifications and competences as a basis for CPD needs for the teachers and supervisors;

1.3.4 Identify how the competences will be used in developing and training materials/modules based on the competences developed;

1.3.5 Assess and report on existing CPD governance and structures and recommend an effective structure;

1.3.6 Lead the process of the developing a CPD framework to include issues of accreditation and governance of CPD implementation in collaboration with MOPSE and other key stakeholders in line with the identified teacher competences and continuing professional development needs including different forms of such learning;

1.3.7 Develop outlines for the learning areas for in-service training and CPD for Primary and Secondary School teachers and supervisors including e-learning;
1.3.8 Develop a detailed implementation plan/matrix for the designed CPD; and

1.3.9 Develop a Monitoring and Evaluation and quality assurance plan for the implementation of the CPD activities.

1.4 Support for CPD

Virtually all participants or respondents who gave information with regards to CPD overwhelmingly supported the idea of having CPD in Zimbabwe education system. Literally, everybody interviewed supported the idea that CPD is urgently needed in both ministries of education, more so for the teaching personnel. Permanent secretaries, chief directors, deputy chief directors, provincial education directors, provincial and districts inspectors, vice chancellors, principals, college lecturers, teachers and teachers’ unions were all in support of Continuous Professional Development. They emphasised that CPD should not be ad hoc. It should be permanent and properly organised in a sustainable manner. The task at hand is the modalities for the implementation of the proposed CPD guided by the gaps identified and activities to be carried out. That is the challenge.

1.5 Policy

Policies guide educational operations. Like most countries in the region and beyond, there are two ministries of education. These are the Ministry of Higher and Tertiary Education, Science, Innovation and Technology Development and the Ministry of Primary and Secondary Education. The former trains teachers for the later. In themselves, as institutional entities, they are performance indicators. What, how and when they carry out their duties and responsibilities pervades and percolates other indicators and sub-indicators in the process. For, there is no neutral education system in the world. Advantages and disadvantages have to be appreciated.
1.6 Consultation

In a situation where there are two ministries of education, consultation and co-ordination between the two education ministries, which is inter and intra, becomes pivotal. Results showed that there was lack of consultation between the two education ministries with regards to teacher education as well as the CBC. The left hand did not know or appreciate what the right hand was doing. This was particularly the case at official rather than political levels. Hence challenges and gaps noted by respondents regarding pre-service teacher education, primary and secondary level, in the area of the curriculum. Resultantly, it was the pupils who got adversely affected by this scenario. The whole education system, whether at school and teacher education levels, could not function as efficiently and effectively as per expectation. Co-ordination and consultation are required between and among the two ministries of education. This point was stressed by virtually all senior officials - permanent secretaries, vice chancellors, chief directors, directors, principals and lecturers.

1.7 Documented Evidence

There were and still are documents in both ministries of education, teachers’ colleges, schools and development partners as well as the University of Zimbabwe among others, which show the existence of gaps which require interventions through in-service education. Reference is made to one such document known to both ministries of education. This is The Report on Teacher and School Curriculum Harmonisation in Zimbabwe 2018. This Report touches on areas that should be considered and implemented in in-service training for primary and secondary teachers, college lecturers, school heads, deputy heads, teacher-in-charge, classroom practitioners among others especially in the new curriculum.
This report states clearly that there should be “Continuous Professional and Academic Development” for these people. Emphasis was on the CBC. The recommendations of the Teacher Education and School Curriculum Harmonisation in Zimbabwe in as far as in-service education is concerned is endorsed and supported. What remains is implementation. This is what is at the centre of this (2020) current CPD. Another comprehensive report was done by F. Kanyemba et al (2015). This was a comprehensive formative evaluation report by the Ministry of Primary and Secondary Education, which touched virtually on most points contained in this (2020) report. The Narrative Report (2014-2015 pg. 81) notes:

It is recommended that continuous teacher development through in-service programme, in the manner of the on-going Teacher Capacity Development (TCDP), be a permanent feature of educational practice in Zimbabwe.

1.8 Linkages

TOR speak about linkages between pre-service and in-service education. Linkages between and among key stakeholders in teacher education are not avoidable. The Department of Teacher Education (UZ) is responsible for quality assurance of all non-graduate teacher education in Zimbabwe, teacher education curriculum, and final certification. Linkages where both ministries of education participate were established since the Scheme of Association was established. Senior officials from both ministries of education are supposed to attend Board of Examiners and Board of Studies meetings.

These deliberate on teacher education pre-service and in-service programmes, including all teacher education syllabi. However, investigations under this assignment established that for more than ten years, senior officials from the Ministry of Primary and Secondary Education have not been attending these standing committee meetings. This means linkages among key stakeholders
have been broken. The platform whereby school and teacher education curriculum issues were supposed to be discussed were broken because one key participant has been missing. This crucial linkage should be reviewed. That review should re-establish the linkages among these stakeholders.

1.9 **Data Base**

One of the findings noted was absence of reliable data relating to the profiles of primary teachers, secondary teachers among others. That information could be there in the Division of Human Resources and Discipline. This information is urgently needed for planning purposes. This planning covers:

1.9.1 Who will undergo in-service training;
1.9.2 Types of in-service training;
1.9.3 Lengths or periods of in-service training;
1.9.4 Performance indicators to take on board; and
1.9.5 Exact areas to be in-serviced.

Without that crucial data, Plans of Action/Matrix are difficult to construct. This gap must be filled. This must be professionally done using reliable information.

1.10 **In-Service Training Need**

One of the issues that had to be resolved in this study is whether in-service training was needed for secondary and primary teachers as well as supervisors. The answer in the positive was overwhelming. The study went further to interrogate pre-service training which included primary and secondary student teachers and lecturers. These were included because some of the challenges faced by primary and secondary teachers as well as supervisors emanated from
pre-service training. Hence the conclusion that colleges of education lecturers required in-service training as well. So the position reached was that the following needed in-service training:

1.10.1 Colleges of Education Lecturers;
1.10.2 Primary and Secondary Teachers; and
1.10.3 Supervisors: mentors, teacher-in-charge, heads of departments or divisions; and deputy heads, school heads, school inspectors and district inspectors.

While the need to have CPD was overwhelming, this investigation established that in both ministries of education there are no CPD policy frameworks in place. Since pre- and in-service activities are involved in CPD it means that in consultation with either ministry of education and other key stakeholders, there should be a CPD policy framework that guides all CPD activities to cover educationists such as college lecturers, primary and secondary teachers and supervisors. That CPD policy framework should indicate levels and periods of such CPD activities.

1.11 Qualifications

This investigation established the qualifications of the respondents. These academic and professional qualifications were “level appropriate”. The qualifications are performance factor related in that they determine the levels of in-service programmes to be undertaken by those who will be selected to do those in-service courses. Such levels are:

1.11.1 “O’ Levels and Diploma in Education- primary and secondary teachers, who may do first degree in-service courses;
1.11.2 First degree holders (BEd, Postgraduate Diplomas-who will do Masters degrees; and
1.11.3 Those holding any qualifications who want to do specialist in-service courses which may be short and medium term courses.  

In other words, qualifications are critical performance indicators that assist in determining the levels of in-service courses that will be done by those selected to do such courses.

1.12 Primary Teacher Entry Qualifications

The basic qualifications to train as a primary teacher (2020) are 5 “O” levels that include English Language, Mathematics, Science and two African Languages. It was established that primary teachers teach more subjects or subject areas than the number of subjects required to train as teachers. There is a serious gap. Primary teachers need to specialise in say four or minimum five subjects. That specialisation should start at pre-service level; in-service training for teachers and in-service degree programmes. There is information to the effect that starting in August 2020 there will be a new BEd Honours degree Junior Primary at the University of Zimbabwe on a block release in-service basis specialising in:

1.12.1 Mathematics;

1.12.2 Science;

1.12.3 Visual and Performing Arts;

1.12.4 Languages; and

1.12.5 Social Sciences.

This would be specialisation at primary level being done as an in-service programme at degree level. This development is positive and the two ministries of education should cascade this to the Diploma in Education level.
1.13 In-Service Areas

Respondents in this assignment identified common areas they wanted in-service courses to be carried out. These were subject areas/study areas noted by virtually all the levels of participants: college lecturers, student teachers, primary and secondary teachers, supervisors such as mentors, teachers-in-charge, heads of departments, deputy heads, heads, school inspectors and district inspectors. Provincial Education Directors endorsed these areas as well. These areas were:

1.13.1 ICT: This includes Information and Communication Technology, Computer Science, Computer Studies and their application to teaching and learning. Thus, ICT is an all-pervasive study area to be acquired by every educationist. It is an enabling cross cutting basic requirement. The dimensions to be considered are that, it can be acquired as:

1.13.1.1 a specialist ICT Diploma;
1.13.1.2 a degree; and
1.13.1.3 part of a degree such as an in-service block release BEd Hons degree.

All the above options can be considered taking into consideration performance indicators such as academic and professional qualifications, school geographical locations, gender, age among several other performance indicators.

1.14 Curriculum Issues

Virtually all the respondents said something about having in-service courses relating to the CBC. In looking at the CBC, this is a relatively wide area which will have to be unpacked and made level relevant. To start with, when mounting in-service programmes based on the CBC care must be taken that those who conduct in-service courses in this area know what they are talking about in PRACTICE as opposed to theorisations. In addition, after unpacking
such a curriculum, specific areas and aspects that require in-service training must be clearly identified. Examples are:

1.14.1 ICT: while it is a standalone area; it is also part and parcel of the CBC;
1.14.2 PVA, Mass Displays, FAREME, Heritage Studies, teacher competences, professional standards, syllabus interpretation, ethics among others. In other words, those areas regarded as very new which serving teachers, primary or secondary; college lecturers did not do when they trained as teachers.

In-service training beneficiaries will require different dosages depending on their levels of qualification. For example, a college lecturer might require six months’ orientation, while a school teacher might require a package lasting over a year coming out with a degree. Performance indicators will determine type and period of in-service training. For primary and secondary Diploma in Education holders, these could be done under B. Ed block release in-service programmes.

1.15 Special Educational Needs

Respondents in the sample noted the need to have in-service education in Inclusive Education, Sign Language and Braille. Special Educational Needs in-service courses should be held at pre-service colleges of education such as:

1.15.1 The United College of Education which now combines pre-service and in-service programmes;
1.15.2 Colleges of education such as Morgenster College of Education in Sign Language; and
1.15.3 All the other colleges of education in Inclusive Education appreciation.
1.16 National Policy

The highest gap that needs to be filled in is the development of a National Policy on Inclusive Education. Both ministries of education must work together to produce a National Policy on Inclusive Education. Doing this separately compromises the effectiveness of Inclusive Education. The CBC is a case in point.

1.17 Technical Issues

Technical subject/study areas noted for in-service training were: Technical Graphics, Wood Technology, Mechanical Engineering and Building Technology. The start should be at pre-service level. Both ministries of education must agree that primary colleges of education should offer these subjects at pre-service level. Secondary colleges of education should do the same at pre-service level. At university level the BEd Honours Primary degree should have specialising options in areas such as:

- Wood Technology;
- Mechanical Engineering;
- Technical Graphics;
- Agriculture; and
- Building Technology.

There are primary teachers with these technical subjects at ‘O’ level who can do these courses at primary degree levels. The in-service courses would be medium to long term. The accreditation would also reflect the time spend on the technical vocational in-service courses because these need to be academic as well as practical oriented.
1.18 Educational Administration

In-service courses in this area were recommended by supervisors such as mentors, teacher-in-charge, heads of divisions/departments, deputy heads, heads and inspectors. In-service courses covering educational administration are: monitoring, supervision and evaluation. Such in-service courses have to be practical as opposed to being theoretical. These can be done on medium to long term basis with accreditation given by reputable institutions. Such programmes would be done on block release basis.

1.19 Assessment

Assessment, though part of the curriculum, has been singled out in this presentation because it affects every aspect of teaching and learning. Yet teachers, whether primary or secondary, and administrators at whatever level, implement or manage assessment in one form or another. Pre-service training should emphasise on this area of teaching and learning. It must be mandatory that all teacher education institutions infuse this learning area as part and parcel of their training programmes. Special in-service programmes lasting for at least six months should be mounted for non-graduate primary and secondary teachers while those doing BEd degrees have assessment as part of their training. The Assessment Framework being worked out would assist in terms of in-service content.

1.20 Accreditation

Respondents in this assignment raised issues related to accreditation after attending workshops. As noted in the main text, the Public Service Commission position is clear. If an in-service course adds value to the performance of the teacher, education administration, and so on, it will receive recognition in terms of notching. However, that in-service course must be well conceived and recognised through formal accreditation not one, two or three day events. To
that end properly conceived in-service courses should be mounted by professionals who at the end of the exercise offer accreditation agreed upon between the two education ministries, the awarding institutions and the Public Service Commission. Programme evaluations become essential. Accreditation would be as follow:

1.20.1 Certificate of competence in a specific specialisation area;
1.20.2 Diploma in Education;
1.20.3 Degree in Education/Academic Degree;
1.20.4 Masters in Education/Academic Master’s Degree; and
1.20.5 Doctoral Degree.

Anyone who attains some qualifications as in the above areas should receive due recognition through notching. Added to that, posts of administrative responsibilities should be awarded in recognition of some relevant studies carried out in the areas of administrative jurisdiction. People should not just be promoted without administrative skills and then be expected to perform. They should receive in-service training and then perform.

1.21 Funding In-service courses

Lecturers at colleges, primary and secondary, as well as education supervisors were overwhelming in support of the need to have in-service courses. They however, bemoaned the fact that properly conceived, mid to long term in-service courses are not funded by the Government. Most of these programmes are self-funded. Teachers, teacher-in-charge, heads of departments, deputy heads, heads, inspectors and district inspectors are finding it difficult to afford the funding needed. One respondent asked: “Did those who send you to do this survey want to fund in-service courses?” The answer to this question should be given by the relevant authorities. The question was pertinent.
1.22 Open, Distance and e-learning and Materials Production

In-service education, aims at reviewing and refreshing the teaching and administrative force. It promotes professional development. It encourages training to meet specific needs accorded as national priorities that come with change since change is the only constant variable. It encourages and promotes purposeful planning and management at the workplace. The work place is the classroom, the school, the village, the district and the province. That is where the action is. That is where in-service training should and must take place through selected institutions capable of producing Open, Distance and E-Learning Materials; installing accessible e-learning platforms. Having e-marking or assessment; and teaching through e-learning lectures is important. If the Ministry of Primary and Secondary Education wants to have an effective on-the-job, institutionally supported and effective in-service programme, professionally produced learning modules, using a modular approach are prerequisites. This is because full time mode of in-service training would not be feasible because the teachers and supervisors will not leave their work stations to pursue their studies on a full time basis. The mode of training would have to be open, distance and e-learning (ODeL) combined with properly organised local based face to face interventions through structures such as schools, clusters and so on. ODeL material would be produced after thorough training of writers, under co-ordinators, subject specialists, content editors, language editors, technical editors, printers and producers. The COVID Pandemic has necessitated the use of radio lessons. These should be beefed up to include television programmes, downloadable cassettes among several other e-learning platforms.

1.23 Governance

According to the TOR, this assignment is supposed to assess and report on existing CPD governance and structures and recommend an effective structure. This assignment falls under the Training and Performance Appraisal Division.
Within this Division, there does not seem to be a “structure” specifically responsible for In-service Training or Continuous Professional Development. The PUD performs aspects of In-Service Training among other duties and responsibilities. That is what is obtaining in the Ministry of Primary and Secondary Education.

In this context, Governance and Structures refers to the administrative structures that is or should be in place to implement, monitor, supervise and promote proposed in-service programmes. There is need for that structure. Whether or not there is a structure depends on the availability of resources. The discussion to date has shown that a lot needs to be done in in-service training. That in-service training needs co-ordination, monitoring and evaluation even if programmes are done by and or through designated institutions. So there is need to establish a unit, co-ordinating governance structure, whatever name it is given. Two things. This can be a new governance structure or a co-ordinating unit within existing structures. The reality is that under the current situation, it would be unrealistic to set up a new structure funded by the Government. If development partners chip in, that could be done. A structure can easily be worked out. (Refer to proposed CPD Plan of Action Table 1.1)

1.24 Proposed Governance Structure

It was established that currently (2020) there is no CPD structure in place in charge of CPD activities. That is a gap. There is because CPD activities are not coordinated within education ministries and nationally. Each department in the Ministry of Primary and Secondary Education is responsible for its in-service programmes. Such programmes tend to be ad hoc. This situation is not assisted by the fact that the employer, who is the Public Service Commission, may not know the in-service programmes needed by the education ministries. Consequently, the establishment or setting up of the structures to spearhead in-service programmes becomes imperative. (Ref. Table 1.1).
Figure 1.1: Primary and secondary CPD governance structure

CPD CONSULTATIVE COMMITTEE
2 Education Ministries; Universities, Training institutions, Teacher Unions & Development partners

MoPSE CPD National level: Head Office
MoPSE: Chair
Development partners
MoPSE Divisions: Coordination of CPD at Head Office and MoPSE

CPD Quality Assurance
Justifications: Universities, Colleges of Education, MoPSE MHTESTD

Provincial CPD
PED, Human Resources, Inspectorate, Planning
Colleges of Education where applicable

District CPD
District Inspectorate: DSIs, Inspectors
Human Resources

Cluster CPD
Cluster Secretariat
Selected Heads of schools: Primary & Secondary

School-based CPD
Head, Deputy Head, TIC, Head of Department, Mentors

Universities
Colleges of Education
Quality Assurance

MHTESTD
1.25 **CPD Consultative Committee**

To reiterate a point already made, but for emphasis that in Zimbabwe there are two ministries of education. These are the Ministry of Primary and Secondary Education, and the Ministry of Higher and Tertiary Education, Science, Innovation and Technology Development. This reality has to be reflected in structures to do with CPD. Hence the proposal to have a CPD Consultative Committee comprising officials from the two education ministries, colleges of education, universities, teacher unions and development partners. This consultative committee will be responsible for:

1.25.1 Broad CPD policies;

1.25.2 Parameters for pre-and in-service requirements;

1.25.3 Institutions to be involved in CPD;

1.25.4 Certification and accreditation;

1.25.5 Preview and review of CPD;

1.25.6 Using reports from CPD training institutions, have an overview of the monitoring and evaluation of CPD programmes; and

1.25.7 Give guidelines on the way-forward of CPD programmes. (Ref. Fig 1.1).

1.26 **CPD Governance in MoPSE**

It is proposed that there be a CPD Unit or section in the Ministry of Primary and Secondary Education. The duties and responsibilities of such a unit, section or department would include:

1.26.1 Coordination and consolidation of all CPD activities or programmes in the Ministry of Primary and Secondary Education;

1.26.2 Liaising with the Ministry of Higher and Tertiary Education, Science,
Innovation and Technology Development, Universities, colleges of Education, universities quality assurance institutions, development partners and other stakeholders;

1.26.3 Develop, disseminate, update guidelines on teacher professional standards in line with competences with a bearing on CPD;

1.26.4 Consolidate CPD data base emanating from or in conjunction with provincial, district, schools, colleges of education, universities and development partners; and

1.26.5 Overall monitoring and evaluation of CPD programmes.

1.27 **Provincial CPD Structures**

It is proposed that there be a provincial or regional CPD structure responsible for CPD activities at that level. The duties and responsibilities of this structure includes:

1.27.1 Co-ordination of CPD activities at the provincial level;

1.27.2 Liaising with the Central/National Section, unit/department of teacher education colleges at that level as applicable, provincial stakeholders among others;

1.27.3 Liaising with district CPD officials on:

- CPD identified needs;
- Candidates for various CPD programmes;
- CPD levels; and
- CPD timeframe.

1.27.4 Recommending CPD candidates;

1.27.5 District CPD at the district level, a structure is required to take care of CPD activities at that level. These activities include:

1.27.5.1 Liaison with the provincial and cluster CPD structures;
1.27.5.2 Identification of CPD needs from the district and those from the clusters;
1.27.5.3 Analysis of CPD courses that could be done at district level,
1.27.5.4 Carrying out CPD needs assessment; and
1.27.5.5 Cluster CPD co-ordination.

In Zimbabwe, schools are organized according to clusters. As such there is need to have a cluster CPD co-ordinator. The duties and responsibilities of such a co-ordinator include:

1.27.5.5.1 Liaising with the district co-ordinator;
1.27.5.5.2 Carrying out CPD needs assessment;
1.27.5.5.3 Recommending candidates for CPD training at that level and to the district co-ordinator; and
1.27.5.5.4 Clusters

1.28 **School CPD**

The school CPD co-ordinator is very critical. This is because primary as well as secondary teachers are based in schools. The biggest percentage of in-service courses emanate from schools. The duties and responsibilities of school based CPD co-ordinators, which in some countries, Zimbabwe included, are known as mentors include:

1.28.1 Co-ordination of teacher and school curricular gaps in terms of practical implementation;
1.28.2 Liaison with teacher education and district school level;
1.28.3 Planning and designing of CPD courses at school level; and
1.28.4 Carrying out class, classroom and school based CPD needs for districts and further studies consideration.

1.29 **The Teacher**

In this proposed Governance structure is the teacher in the classroom. The classroom is the shop floor of education of which the teacher is the manager. In fact, the majority of educationists who need in-service education, primary or secondary are teachers. It is the teacher who knows his or her CPD
requirements. These CPD requirements maybe due to self-actualisation, self-evaluation, consultation with mentors, supervisors or the demands of the CBC as noted in this discourse. What comes out of activities determine the kind, level and period the teacher would want to spend on his or her proposed in-service programme. Most teachers know what they want to do under in-service training programmes. They should be and are owners of such CPD programmes. They want assistance in that ownership. Hence what they want to do should be taken on board by those responsible for putting such packages together.

1.30 Interaction

The proposed CPD Governance (Fig 1.) is not a one-way traffic. It is a two-way interactive bottom up and up down as well as two-way horizontal initiative at the planning, implementation and evaluation levels. For effective implementation, each level or stage should have inbuilt corrective evaluation which feeds into lower and upper levels of the Governance structures. In Zimbabwe some structures are already in place for example the Better Schools Programme Zimbabwe (BSBZ) structures could be used by the proposed CPD Governance structures. It is a question of duty re-assignment and re-adjustment.
Figure 1.2: Colleges of Education CPD Structures
1.31 College of Education CPD structures

On the assumption that CPD is also needed at colleges of education (Figure 1.2), a proposed Governance structure is as follows:

- CPD Consultative Committee in which the colleges of education participate through their principals. In other words, principal are members of this committee, which as noted already, consists of the two education ministries, development partners and teacher unions; and
- Below the principal and deputy principal are the College Academic Board (CAB), heads of departments and lecturers.

1.32 The school

Colleges of education take part in school activities such as teaching practice and mentoring workshops. During such interactions, lecturers and the school authorities share ideas with regards to, for example, the Competence Based Curriculum. What is learnt and deliberated upon at school level finds its way to the colleges where it is shared and deliberated upon by the colleges. Such information also finds its way to the Ministry of Primary and Secondary Education through the cluster, district, provincial and head office CPD structures. These interactions and deliberations would result in concretised CPD programmes. The processes will be deliberated upon through mutual dialogical management approaches.

1.33 In-service Training Policy

One of the challenges relating to Governance of in-service programmes is the absence of a clearly laid down policy for in-service training. There is no document that contains information on in-service training in both ministries of education. That policy document on in-service education is needed. It is that policy document which will determine the type of structures that will be responsible for the Governance of in-service programmes such as CPD. In-
service programmes have been ad hoc. Information gathered is simple. There is need to have a comprehensive In-service Training Policy Document.

1.34 Monitoring and Evaluation

The TOR clearly state that the consultancy would “develop a monitoring, evaluation and quality assurance plan” for the implementation of the CPD activities. In any educational endeavour, monitoring and evaluation are a must. These take different forms, types and approaches depending on the programme being implemented. Monitoring and evaluation takes place at the following levels:

1.34.1 Planning Research;
1.34.2 In-built (continuous, formative process);
1.34.3 On-going monitoring process; and
1.34.4 Output impact, outcome, summative.

By coming up with the CPD it means the first type of evaluation was done. That is planning research (needs assessment). The monitoring and evaluation that is required for this report has to be done by the following:

- The Ministry of Primary and Secondary Education using its structures, old or new, in collaboration with its development partners such as UNICEF;
- The established structures responsible for overseeing the implementation, output, impact and effectiveness of the CPD activities being implemented;
- The evaluation being done by implementing institutions which will feed into the overall national evaluations of CPD activities being implemented; and
- A final overall impact evaluation that is done at the end of the proposed CPD.

It is given that personnel with requisite qualifications, expertise and experience would be needed at various levels of the implementation levels so that inbuilt
monitoring and evaluations are part and parcel of the CPD implementation that would be taking place (Ref: Evaluation Matrix)

1.35 Teacher Career Path

Whether by design or circumstantial, the majority of people who join the teaching profession remain in that profession until retirement. One of the issues that has not been clearly tackled is that there are two ministries of education which have talked about each other without talking to each other especially at the official level. The development of teacher education requires a practical, realistic and honest approach. When a person becomes a teacher, that person should know his/her career path. It is noted that the two ministries of education be collaborative in terms of the career paths of the teaching professional and components in that path. Career path consists of the curriculum at various levels: Diploma in Education, First, Second and Third degrees. A person joining the teaching profession should be assisted so that he/she can go as far as doctoral level within the teaching profession. As that person initially qualifies, that person must be assisted so that he/she benefits from in-service programmes that go with the job. In short, teacher career path is a policy issue between the two ministries of education, those responsible for quality assurance such as the Department of Teacher Education or its representatives, the Zimbabwe Council for Higher Education the Public Service Commission among other interested parties. A teacher should choose to remain a teacher with relatively high qualifications (BEd, MEd, PhD) but earning a salary commensurate with his/her qualifications. Such a salary should be comparable to that of deputy heads, heads, district inspectors, provincial education officers, deputy directors, directors and so on. Qualifications should determine salary structures.
1.36 Summary Observations

The Executive Summary highlighted main issues in this report. The reader is advised to get more details on these issues in the main text. However, the pattern of these issues is clear. Areas that require in-service education for college lecturers, primary and secondary teachers, supervisors such as mentors, teachers-in-charge, heads of departments, deputy heads, heads, inspectors and district inspectors are centred around the CBC, Information and Communication Technology, Special Educational Needs, Technical and Vocational Subjects, Administration among others. Other related issues highlighted include: assessment, accreditation, funding of in-service training, policy, teacher career path and the need for co-operation between the two education ministries. To implement these findings, it is essential to have a Plan of Action or Implementation Matrix.
CHAPTER ONE

PROPOSED FRAMEWORK

1.2 Introduction

The proposed CPD Framework is based on the Terms of References and data collected from several participants. These participants were from the two ministries of education, college participants, supervisors, lecturers, student teachers, primary and secondary teachers. The framework starts with a narrative of key issues, Plan of Action and a summary of implementation strategies.

1.2 The main features of the Plan of Action include:

The activity/area, objectives, strategies, implementing institutions, and expected outcomes. In this plan of action one of the challenges is to determine the timeframe to implement the activities. This is because the activities will be carried out by different stakeholders. Timeframes will be done by these different stakeholders after the adoption of the framework (Table 1:1).

1.3 Framework Narrative

1.3.1 Infrastructural Performance Indicators

Infrastructural Performance Indicators should be identified. These indicators are framework enablers. They include the following:

1.3.1.1 Setting up operational enabling infrastructures that spearhead the implementation of the CPD. These performance indicator structures should be agreed upon among:

1.3.1.1.2.1 The two education ministries;

1.3.1.1.2.2 Qualification quality assurance authorities found at CPD implementing institutions;

1.3.1.1.2.3 Programmes implementing institutions such a colleges of education: and
1.3.1.1.2.4 Education unions.

1.4 Establishing CPD Consultative Committee

The Consultative Committee should be in place to co-ordinate consultation on CPD issues. This committee comprises the two education ministries, universities, teacher education institutions, teacher unions and development partners. This committee brings CPD issues from their respective constituencies. These issues cover needs, successes, challenges, reviews from individual teachers, lecturers, schools, clusters, districts and provinces. Thus the consultative committee will have a national outlook of how CPD is being implemented with specific recommendations on the way forward. The Liaison Committee which used to be in place between the ministries of education, colleges and the University of Zimbabwe is a case in point. Thus a national CPD will reflect upon overall CPD needs.

Table 1.1: Plan of Action/Matrix

<table>
<thead>
<tr>
<th>Area/Activity</th>
<th>Objectives</th>
<th>Strategies</th>
<th>Institutions</th>
<th>Expected outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adoption of the Framework</td>
<td>Adoption of the Framework so that it can be implemented</td>
<td>Call meeting of key stakeholder by MOPSE</td>
<td>MOPSE, HTTESTD, Universities, Colleges Development partners, ED. Unions.</td>
<td>Adoption of Framework Way forward, Implementation strategies, operationalization of Framework.</td>
</tr>
<tr>
<td>Setting up In-service unit/section/Department</td>
<td>-co-ordinate all in-service training programmes -Overall monitoring for MoPSE -Liaise with other stakeholders</td>
<td>Establish a unit/section that handles all in-service activities Liaise with HTED, universities, colleges development partners, colleges</td>
<td>MoPSE, Universities, colleges, development partners</td>
<td>-In-service Training co-ordination -In-service Training initiatives -In-service Training monitoring -Effective, Efficient and relevant in-service programmes</td>
</tr>
<tr>
<td>In-service Training Policy development</td>
<td>Enhance Policy on In-service education comprehensive Policy on In-service Training. In-service, vision and mission statement</td>
<td>-Produce an In-service Policy document that guides all inservice training programmes</td>
<td>MoPSE, HTESTD, Development Partners, Universities, colleges</td>
<td>-Performance policy document production that contains consolidated information on in-service education programmes</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>In-service education policy harmonisation</td>
<td>-standardisation of in-service education -Enhancement of in-service education between the two education ministries, universities and colleges</td>
<td>-Produce an In-service Policy document that guides all in-service training programmes</td>
<td>MoPSE, MHTESITD, universities, Development Partners, ZIMSEC</td>
<td>-inter-ministerial liaison committee -coordination of In-service education across the board -streamlining all in-service education policy guidelines.</td>
</tr>
<tr>
<td>Development of Policy on Inclusive education</td>
<td>-Guide areas that require in-service education in special Needs education</td>
<td>-Produce a policy Guide that is a reference point of inclusive education in-service education</td>
<td>MoPSE, MHTESITD, universities, Development Partners,</td>
<td>-Production of an inclusive education Policy guide that will be used as reference point for all in-service education programmes</td>
</tr>
<tr>
<td>Establishment of an ODEL Centre and E-learning Platform</td>
<td>-Production of ODL learning materials -Setting up of E-learning centres: national, regional, district, cluster and school</td>
<td>-Formalisation of an ODL national centre establishing and identifying regional, district and cluster physical centres</td>
<td>MoPSE, MHTESITD, Institutions, teachers colleges, regional officers, district officers Development Partners,</td>
<td>-production of hard and soft e-learning material -Setting up physical regional, district and cluster centres for in-service e-learning purposes</td>
</tr>
<tr>
<td>Updating Base Line Information for: teachers and supervisors</td>
<td>-Identifying human material resources</td>
<td>MoPSE, MHTESITD, universities, Colleges of education, Development Partners,</td>
<td>-Reliable data bank necessary for determining type, level in-service programmes; -Gender, school type, location, geographical performance indicators for various in-service programmes</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Identification of in-service Trainers</td>
<td>-To produce an up to date data bank for primary, secondary, supervisors and college lecturers and to be used for determining in-service programmes</td>
<td>Update existing data bank showing all the background variables for college lecturers, primary and secondary teachers and supervisors</td>
<td>MoPSE, MHTESITD, universities, Teachers colleges</td>
<td></td>
</tr>
<tr>
<td>Identification of in-service Trainers</td>
<td>-to come up with a data bank of expertise that will be used as trainers of in-service courses</td>
<td>-Draw a list of people who will be involved in in-service training programmes at various levels</td>
<td>MoPSE, MHTESITD, universities, Teachers colleges</td>
<td></td>
</tr>
<tr>
<td>In-service Training course identification</td>
<td>-Agreeing on in-service courses to be done</td>
<td>-Choosing specific courses to be done as recommended by this assignment: type, level, short, long term, medium etc.</td>
<td>MoPSE, MHTESITD, universities, Teachers colleges Consultant, development partners</td>
<td></td>
</tr>
<tr>
<td>Identification of institutions to be involved in in-service training</td>
<td>-Identify training institutions that will carry out in-service training: nationally,</td>
<td>-Institutional needs analysis and capacity identification</td>
<td>MoPSE, MHTESITD, universities, Teachers colleges,</td>
<td></td>
</tr>
<tr>
<td>Identification of institutions to be involved in in-service training</td>
<td>-Come up with lists of possible institutions to be involved in in-service training</td>
<td>MoPSE, MHTESITD, universities, Teachers colleges,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regionally, district, cluster, colleges and universities</td>
<td>Development partners</td>
<td>Formulation of Accreditation criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-come up with types of accreditation for those who complete in-service courses e.g. for short, medium and long term courses</td>
<td>MoPSE, ZIMSEC, Public Service universities, colleges of education, development partners</td>
<td>-specific Diplomas and certificates to be awarded by whom and at what levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service Programmes cycles</td>
<td></td>
<td>-determine the life cycle of each course for impact evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-To determine how long each in-service cycle will last before a new one starts</td>
<td>MoPSE, MHTESITD, Training Institutions, development partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Education CPD</td>
<td></td>
<td>Identification of training institutions resource mobilisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive/Special Needs Education</td>
<td>Identification of specific institutions; Resource identification</td>
<td>MOPSE MHTEITD Colleges of Education Dev. Partners</td>
<td>Road map on institutions, Resources Logistics.</td>
<td></td>
</tr>
<tr>
<td>Development of comprehensive policy on In. ISNE Nationally Teaching of Inc. Ed at pre and in-service Education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource; identification Pre and in-service. Inclusive education institutional; identification.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open, Distance and e-Learning Identification of institutions involved in ODEL, Quality, quality of materials needed, Logistics, Human, material and financial resource consideration, ODEL technology requirements.</td>
<td>Agree on the current status ODEL resources mobilization structural considerations, national, provincial, district and cluster</td>
<td>ODEL Roadmap Institutional notification, Resource mobilization, Technical and assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher career Pathway Outline career paths for the teaching profession; further education, administrative and teaching paths.</td>
<td>Review and agree online teacher career path through the current and future perspectives.</td>
<td>MOPSE MHTEITD Colleges of Education Dev. Partners</td>
<td>Come up with concrete position on teacher career paths.</td>
<td></td>
</tr>
<tr>
<td>Resources Identification of possible sources of funding.</td>
<td>Mobilization of resources</td>
<td>Both Education ministries Development Partners.</td>
<td>Came up with possible funding mechanisms</td>
<td></td>
</tr>
<tr>
<td>Evaluation tracking mechanisms</td>
<td>-Systematic tracking of all in-service programmes being implemented. -teaching mechanisms development etc.</td>
<td>-Tracking: approval, review, quantity, quality, material effectiveness course, material production, material distribution -course material effectiveness, completion of assignments, marking assignments, completion rates, examination management, certification -output and impact is done from day one to completion</td>
<td>MoPSE, MHTESITD, universities, Training institutions Consultants</td>
<td>-inbuilt corrective measures. Projects panel beating. -continuous monitoring feedback for improvement as programmes are implemented.</td>
</tr>
<tr>
<td>Impact/Output summative evaluation</td>
<td>-Determine the Impact/output effectiveness of each in-service course</td>
<td>-Hire an evaluation Expert to carry out the impact evaluation</td>
<td>MoPSE, MHTESITD, Development partners</td>
<td>-Outline: 1) effectiveness, impact, quality, quantity, relevance of in-service courses 11) Lessons to be learnt 111) Assist in future programmes</td>
</tr>
</tbody>
</table>
1.5 Establishment of CPD Unit

The establishment, setting up or revamping of a CPD unit, section or department is a critical programme process indicator in any framework. This unit should be based at the National level of the Ministry of Primary and Secondary Education. A similar unit could also be considered for the Ministry of Higher and Tertiary Education, Science, Innovation and Technology Development. However, because the bulk of CPD candidates emanate from MOPSE, this ministry will have greater responsibilities in terms of co-ordination through its respective structures. Liaison with the other education ministry and development partners is one of the CPD Unit/Development responsibilities.

1.6 Data Base Performance Indicators

The success of the CPD Framework depends on the availability of reliable data base. This data base has its own sub-indicators. These sub-performance basic indicators include:

1.6.1 The total number of existing personnel in the education sector with specific reference to primary and secondary teachers, lecturers, supervisors such as teacher-in-charge, senior teachers, heads of departments, deputy heads, heads and inspectors.

1.6.2 Other sub-performance indicators include:

Gender, age, academic and professional qualifications, experience and areas of expertise. These sub-performance indicators are pre-requisites for an effective CPD.

1.7 Institutional CPD Training Capacity Indicator

To indulge in CPD requires training capacity identification for various levels. These training needs are at the following levels:

1.7.1 Classroom;

1.7.2 School;

1.7.3 Cluster;
1.7.4 District;
1.7.5 Province;
1.7.6 National; and
1.7.7 Institutional (Teacher Education).

Each level has trainees that require relevant CPD. Correspondingly, institutions/individuals MUST be identified to train personnel at the relevant and appropriate levels. Such trainers must have requisite expertise, experience, academic and professional qualifications.

1.8 **CPD Training Policy Development**

A CPD Framework should be guided by a comprehensive Policy Framework. That Policy guide becomes a reference point by relevant stakeholders. The training policy document guides all CPD training programmes. It sets out the vision and mission of CPD activities. Through such a CPD policy document, in-service education is harmonised. In the case of Zimbabwe, key players include:

1.8.1 The two education ministries;
1.8.2 Training institutions; and
1.8.3 Development partners.

Critical performance indicators under such a policy document include:

1.8.3.1 Vision, mission and core-activities;
1.8.3.2 Competencies to be acquired at each level/sector;
1.8.3.3 Programme duration;
1.8.3.4 Financial/Resource implications;
1.8.3.5 Prioritised needs, suggested activities, targeted groups, timeframe; and
1.9.3.6 CPD Evaluation process.

1.9 **In-service CPD Policy Harmonisation Policy**
To reiterate an important point, in Zimbabwe there are two education ministries at play in education. The Framework needs to address the issue of in-service (CPD) policy harmonisation. Key players in this area are:

1.9.1 MOPSE and MHTESITD;
1.9.2 Training institutions;
1.9.3 Teacher Education Quality Assurance institutions;
1.9.4 ZIMSEC; and
1.9.5 Development partners.

Performance indicators in this area cover:

1.9.5.1 Standardisation of CPD programmes;
1.9.5.2 Enhancement of in-service education programmes between the two education ministries; and
1.9.5.3 Inter, and intra CPD programmes execution.

1.10 Inclusive Education Policy Development

A CPD framework needs to take on board Inclusive Education. This is because Inclusive Education has not received the attention it deserves. In the context of this discourse performance indicators that require highlighting are:

1.10.1 Production of a consolidated policy guide that is inclusive of teacher and school inclusive education;
1.10.2 Identification of curriculum activities to be done through conventional and in-service (CPD);
1.10.3 Streamlining teacher education institutions to be wholly responsible for CPD inclusive education and those that impart working knowledge on inclusive education;
1.10.4 Clustering/zoning of schools that implement CPD activities particularly
selection of candidates for training and teaching of inclusive education; and

1.10.5 Identification of key players in inclusive education on a permanent rather than ad hoc basis at cluster, district, provincial, national and inclusive education institutions.

1.11 Technical Education CPD

This framework identified technical education learning areas as a serious gap. These learning areas include Technical Graphics, Wood Technology, Mechanical Engineering and Building Technology. In themselves they are framework performance indicators. As such there is need to identify:

1.11.1 Primary teachers who have basic subjects in these areas so that they are the ones who start training under this CPD at designated primary colleges of education;

1.11.2 Primary schools with infrastructure or potential infrastructure to start teaching these subjects;

1.11.3 Primary teacher education colleges that can offer these subjects at pre-service teacher education level;

1.11.4 Human material and financial resources for primary colleges of education to enable them to offer these programmes; and

1.11.5 Infusing technical subject study areas at B.Ed Primary Degree levels at universities.

1.12 CPD Accreditation

Key performance indicators for CPD are level and institutional based. These indicators are:

1.12.1 Certificate of specialist competences;

1.12.2 Diploma in Education;
1.12.3 First degrees;  
1.12.4 Masters; and  
1.12.5 Doctoral degrees.  

Key players in this area are:  
1.12.5.1 training institutions;  
1.12.5.2 the two ministries of education; and  
1.12.5.3 the Public Service Commission.  

The Public Service Commission is critical because candidates who attain qualifications in any of the outlined levels should get due recognition in terms of remuneration and career path progression.

1.13 Assessment  

Under this framework assessment refers to skills needed by student teachers and supervisors to enable them to assess pupils at whatever level and in whatever subject areas. There is a skills gap. Key players under this framework would include:  
1.13.1 Pre-service student teachers who should be trained and equipped with Assessment skills-conventional, project and continuous;  
1.13.2 Pre-service college of education lecturers who also require training in assessment;  
1.13.3 Education supervisors; and  
1.13.4 Serving teachers- primary and secondary.

1.14 Open, Distance and e-learning  

Under the current (2020) context and obtaining situation Open-Distance and
e-learning mode of teaching and learning is critical. But there are basic performance indicators that must be in place. These performance indicators include:

1.14.1 Trained human resources at critical levels such as: the classroom, the school, the cluster, district, province and national. Where these are not available, they need training;

1.14.2 Open-Distance and e-learning centres or infrastructure, including e-learning platforms;

1.14.3 ODL designed curriculum in the form of appropriate modules. These could be hard copies for use by both students (college of education, teacher and pupils in schools);

1.14.4 Quantity/adequate modules produced by trained writers, physically checked, determined by enrolments, needs analysis and based on level relevance;

1.14.5 Quality ODEL modules/course materials: edited by experts, content reviewed basing on the Competence Based Curriculum which is harmonised with teacher education curriculum, with systematic pre-and post-tests, systematic continuous evaluation and assessment;

1.14.6 ODEL Course Distribution through: provincial, district, cluster and school centres, using school registers and school establishment;

1.14.7 ODEL Technology: communication through ICT by staff, students and pupils, use of websites, computer application, especially in e-learning, e-marking and e-assessment; and

1.14.8 ODEL logistical and programme networks that are reliable.

**1.15 Teacher Career Path**

In Zimbabwe the basic professional qualification to enter into teaching is the Diploma in Education for non-graduate teacher and the Post-Graduate Diploma in Education for graduate teachers. These are the levels which teachers use to upgrade themselves from one level to the other. Those are the levels that
require upskilling, reskilling and retooling for the improvement of knowledge, skills and attitudes for effective classroom practices. That is where CPD comes in for accreditation once that has been done through appropriately designed teacher education institutions. The acquisition of those skills, knowledge, expertise and attitudes need to be accommodated through a properly structured, articulated and known teacher career progression paths or performance indicators to be considered. These are:

1.14.1 Administrative;
1.14.2 Teaching; and
1.14.3 Further Teacher Education;

Whether primary or secondary a teacher should be able to progress within these three parameters in his or her career. One may call them professional pathways. It is important to elaborate. Teacher Professional Progression Pathway (TPPP) is for those teachers who want to remain teachers for the rest of their professional career lives. These are the majority of teachers whether primary or secondary. Their professional career paths should be accommodated through the CPD under the proposed Framework as follows:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Education</td>
<td>Teacher</td>
</tr>
<tr>
<td>Degree</td>
<td>Senior Teacher/Teacher-In-Charge/Mentor</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>Chief Teacher/Head of Department</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>Principal Teacher/Head of Division</td>
</tr>
</tbody>
</table>

The above career paths are for those teachers who want to remain classroom practitioners. These classroom practitioners gain their teacher designated positions through attending properly organised CPD programmes appropriate to their duties and responsibilities as teachers. The CPD courses they attend
are meant to improve their knowledge, skills, expertise and attitudes in teaching and learning. The point to emphasise is that these teachers get salary notching (s) commensurate with the qualifications obtained. Such salaries would have to be reflective not only of their duties, responsibilities and qualifications, but equivalent to those salaries of district inspectors, inspectors etc. that require same qualifications and experience. The only difference being that these primary and secondary teachers want to remain in the classroom for the sake of quality education for the pupils and the teaching professional.

1.16 Administrative Career Path

The Administrative Career Path is for those teachers who want to pursue administrative responsibilities. These teachers would be recruited from serving primary and secondary teachers who have degrees in relevant areas of expertise. Some may even have Masters degrees.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Designation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Deputy Head, Head</td>
</tr>
<tr>
<td>Masters 'Degree</td>
<td>Inspector/District Inspector</td>
</tr>
<tr>
<td>Doctoral</td>
<td>Chief Director, Directors</td>
</tr>
</tbody>
</table>

It is important to note that the proposed Administrative Career Path is NOT automatic. It is earned. Persons who aspire to the possible designated posts are expected to attain relevant administrative professional qualifications approved under CPD programmes before they are appointed to such posts. In other words, attainment of these administrative posts should be based on attaining required qualifications approved under the CPD before one is called for interviews.

1.17 Further Teacher Education Career Path

Further Teacher Education Career is meant for those who intend to work in colleges of education as well as polytechnics. The bulk of these lecturers and administrative staff (heads of departments, heads of divisions, deputy
principals, principals and lecturers are recruited from primary and secondary schools. They too would have to undergo recognised CPD programmes.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Lecturer/Head of Department/Head of Division</td>
</tr>
<tr>
<td>Masters’ Degree</td>
<td>Deputy Principal/Principal</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>Deputy Principal/Principal</td>
</tr>
</tbody>
</table>

It is proposed that before one is appointed at colleges of education, technical colleges and polytechnics, that person would have undergone appropriate CPD programmes. For candidates to be interviewed, recognised CPD programmes done would have to be produced. That is why co-ordination, liaison and cooperation between the two education ministries and the Public Service Commission is crucial.

1.18 Resources

The success of any project depends on the availability of resources. This Framework is no exception. Key resources include:

1.18.1 Financial;

1.18.2 Human; and

1.18.3 Material resources.

Human and material resources are denominated by financial resources. These performance indicators are key to the CPD proposed. Hence the need to determine their availability. Over and above that resources are sub-operational indicators. These are:

1.18.3.1 Human resource adequacy;

1.18.3.2 Material resource utilisation;

1.18.3.3 Equipment supply utilisation; and
1.18.3.4 Financial resource management.

These sub-indicators are operational. If they do not operate effectively, even if available, the proposed Framework of the CPD will not yield the intended results.

1.19 **Implementation Strategies/Matrix**

Under this section, a brief narrative of the implementation strategies of the framework is presented. At times, the Plan of Action could be referred to as an implementation matrix. In this presentation, it is necessary to pick critical activities to be prioritised under the implementation strategies (Table 1.2).

**Table 1.2: Implementation Matrix**

<table>
<thead>
<tr>
<th>ACTIVITY/AREA</th>
<th>OBJECTIVES</th>
<th>STRATEGIES</th>
<th>INSTITUTIONS</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adoption of Framework</td>
<td>Adoption of Framework for implementation</td>
<td>MoPSE calls stakeholders meeting</td>
<td>Both ministries of education, universities, colleges, development partners: UNICEF, Education unions</td>
<td>-Adoption way forward operationalize and commitment to the Framework</td>
</tr>
<tr>
<td>Formalisation of the CPD co-ordinating committee</td>
<td>-Co-ordinate all in-service training programmes; overall monitoring; liaison between and among stakeholders</td>
<td>Key stakeholders are called upon to agree on the institution of the co-ordinating Committee MoPSE to table the process</td>
<td>-Both ministries of education, UZ, other universities, training colleges, UNICEF, Public Service Commission, Education unions</td>
<td>Co-ordinating Committee put in place</td>
</tr>
<tr>
<td>Resource mobilisation</td>
<td>Identify sources of funding.</td>
<td>Can a stakeholders</td>
<td>The two education</td>
<td>Identification of sources of</td>
</tr>
<tr>
<td><strong>Indicate:</strong> financial, human and material requirements</td>
<td>meeting to discuss funding mechanisms</td>
<td>ministries, training institutions, UZ, UNICEF and other development partners</td>
<td>finding, categories, resources, mapping resource funding strategies</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Creation of CPD units/sections</strong></td>
<td>To establish CPD units/sections in both ministries of education</td>
<td>Two ministries of education meet to co-ordinate creation of the units/sections</td>
<td>Both ministries of education</td>
<td>CPD sections created</td>
</tr>
<tr>
<td><strong>CPD Policy Development</strong></td>
<td>To come up with a comprehensive CPD Policy Document</td>
<td>Both ministries of education spearhead the development of the CPD policy document</td>
<td>Ministries of Education, UNICEF</td>
<td>CPD Policy development in place for use nationally</td>
</tr>
<tr>
<td><strong>Data Base creation</strong></td>
<td>To create reliable data base</td>
<td>Both ministries of education to come up with data bases in their respective domains/sections through their Human Resources departments</td>
<td>Both ministries of education UNICEF</td>
<td>Reliable data bases creates, accurate data bases established</td>
</tr>
<tr>
<td><strong>Inclusive Education</strong></td>
<td>Identify training institutions to implement inclusive teacher education</td>
<td>Both ministries to meet to work out modalities of an Inclusive Education Policy. Identify</td>
<td>Both ministries of education training colleges, development partners</td>
<td>National Inclusive Policy Document in place, Training institutions allocated areas</td>
</tr>
<tr>
<td>Technical Vocational Teacher Education</td>
<td>Outline vocational technical subjects to be offered at primary teachers colleges; Indicates initial in-service trainees to be trained.</td>
<td>MOPES to come up with lists of initial candidates to be trained; Higher Education to indicate primary teachers colleges to train in tech-voc teacher education; Quality assurance institutions to assist in syllabi development.</td>
<td>Both ministries of education, Quality assurance institutions e.g. UZ teacher development, development partners</td>
<td></td>
</tr>
<tr>
<td>Subject Specialisation</td>
<td>Establish subject specialization at primary teacher education and school levels</td>
<td>Both ministries of education, training institution to work out modalities for subject specialization at primary school and teacher education levels.</td>
<td>Both ministries of education training institutions and universities</td>
<td></td>
</tr>
</tbody>
</table>
| | | | Production of specialist teachers for primary education; All subjects will be effectively taught at primary level enhancing CBC.
<table>
<thead>
<tr>
<th>Identification of Training Institutions</th>
<th>Identify suitable and relevant training institution for the implementation of CPD</th>
<th>Request institutions to indicate CPD courses they are offering; Requesting institutions to indicate courses they can offer; Institutions to indicate Institutions to indicate their capacities to offer CPD courses</th>
<th>Universities, training colleges, other universities-e.g. technical and vocational as applicable</th>
<th>Reliable, accurate and relevant database for CPD training institutions established</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD course identification</td>
<td>To indicate CPD course to be offered according to prioritises</td>
<td>-Education ministries to indicate CPD priority courses to be offered, Education ministries to liaise with training institutions and education unions to come up with the list of courses</td>
<td>Ministry of education Training institutions, education unions, UNICEF, Public Service Commission</td>
<td>List of sources established and prioritized, relevant courses and training institutions co-ordinated</td>
</tr>
<tr>
<td>CPD Course Harmonisation</td>
<td>To ensure that CPD courses are harmonized in terms of quantity and quality by</td>
<td>Examine all CPD curriculum before these are offered by institutions, have courses approved by Evaluation of all CPD syllabi before offering, Harmonise all CPD curricula, Evaluate CPD</td>
<td>Quality CPD graduates, standardization of all syllabi, standardization of accreditation</td>
<td>45</td>
</tr>
<tr>
<td>ODEL establishment</td>
<td>Training: institutions: to ensure that quality products are comparable, ZIMCHE, as both ministries of education curricula at all levels up to output comparable CPD graduates for the country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Establishment of a permanent center for Open, Distance and e-Learning</td>
<td>Identification of a permanent national centre for Open, Distance and e-learning by the Ministry of Primary &amp; Secondary Education</td>
<td>Ministry of Primary &amp; Secondary Education, UNICEF</td>
<td>Permanent ODEL National centre created</td>
<td></td>
</tr>
<tr>
<td>Professional Training of ODEL Personnel</td>
<td>Train personnel in: -Module writing; -Lesson production; -Cassetts production -Module publication -ODEL Technical staff</td>
<td>Identify institutions, experts that can train ODEL personnel in: -module writing; -lesson delivery; -course material; -production and publishing</td>
<td>Both ministries of education; universities; Training institutions, UNICEF</td>
<td>Professionally trained personnel produced in: -module writing -content editing -book publication -casset production -ODEL technical know-how</td>
</tr>
<tr>
<td>Career Pathway</td>
<td>Call stakeholder meeting to discuss the establish of</td>
<td>Ministry of Primary and Secondary Education</td>
<td>Both ministries of education; Public Commission, Education</td>
<td>Policy on Teacher Career Path created</td>
</tr>
<tr>
<td><strong>Tracking mechanisms</strong></td>
<td><strong>To institute tracking mechanisms for all CPD activities, these mechanisms are for quality assurance, accountability, standardization, value for resources</strong></td>
<td><strong>Call up a meeting of all stakeholders to come up with CPD tracking mechanisms, requesting specialists to work out mechanisms to be used in the whole CPD process</strong></td>
<td><strong>Both ministries of education, universities, quality assurance institutions, ZIM-SEC, Public Service Commission</strong></td>
<td><strong>-Tracking mechanisms policies documented for use by implementing institutions and ministries of education</strong></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td><strong>To produce evaluation guidelines to be used by all institutions involved in CPD</strong></td>
<td><strong>Both education ministries to produce evaluation guidelines for the CPD</strong></td>
<td><strong>Both ministries of education, training institutions and UNICEF</strong></td>
<td><strong>Evaluation policy document for the CPD</strong></td>
</tr>
</tbody>
</table>
1.19.1 Narrative

1.19.1.1 Adoption of the Framework

The first thing that should be done is to adopt the framework. This activity is co-ordinated by the Ministry of Primary and Secondary Education through the Department of Human Resources. Key participants are: officials from the two education ministries, UNICEF, the University of Zimbabwe, other universities, the Public Service Commission, teacher unions and ZIM-SEC.

1.19.1.2 Resources Mobilisation

Mobilisation of resources for the implementation of this framework is critical. The success or failure in terms of implementing the framework depends on the availability of resources. These resources are: financial, human and material. Development partners such as UNICEF, UNESCO, the two ministries of education and implementing institutions spearhead this process.

1.19.1.3 CPD Units/Sections

Both ministries of education should have reliable databases. These will be used to determine the quantities and qualities of personnel that undergo in-service training.

1.19.1.4 Institutions Identification

Institutions that take part in CPD in-service training will be identified. The two education ministries in consultation with potential training institutions are responsible for this activity.

1.19.1.5 Course Identification

Courses that will be done under this Framework have to be identified. These should be agreed upon among the two education ministries and in-service training institutions.
1.19.1.6 **Course Harmonisation**

CPD courses will to be harmonized. This harmonization is critical to standardize quality of products that come out of the institutions chosen to train personnel that are trained under this programme. Graduates that come out of such training programmes must be comparable particularly in terms of quality.

1.19.1.7 **ODEL and e-Learning Centre**

The establishment of an ODEL-eLearning centre is the responsibility of the Ministry of Primary and Secondary Education in consultation with development partners.

1.19.1.8 **Inclusive/Special Needs Education**

There is need to formulate a comprehensive national policy on inclusive/special needs education. Both ministries of education should cooperate and co-ordinate in the production of this policy with assistance from development partners and experts in the area. Training institutions should participate in this process.

1.19.1.9 **Technical/Vocational Education**

A technical and vocational teacher education curriculum/programme should be worked out in liaison with primary teacher education to train teachers at this level. Both ministries of education, quality assurance institutions and primary teachers colleges should work out a CPD technical vocational programme so that primary teachers are trained in this area.

1.19.1.10 **Subject Specialisation**

It was established that primary teachers teach subjects they do not have at “O” Level. Hence several subjects appear on the timetable but are not taught. It is noted that CPD programmes should include specialization by those already in-service and introduction of subject specialization at pre-
service level. Both ministries of education, training institutions should work out modalities for implementing this finding. Zimbabwe is lagging behind what is being done in other countries.

1.19.1.11 Training of Personnel

ODEL and e-learning approach requires that those who are responsible are professionally, academically and technically trained. They need training in proper e-learning—that is writing of lessons, books and production of other materials. The Ministry of Primary and Secondary Education, training institutions experts in this area and development partners have to be responsible for this.

1.19.1.12 National Policy on Inclusive Education

Both ministries of education, with assistance from development partners and experts in this area should come up with a national comprehensive policy on special needs or inclusive education.

1.19.1.13 Career Pathway

Both ministries of education, the Public Service Commission, teacher unions come up with an agreed position with regards to teacher career pathway in Zimbabwe.

1.19.1.14 Tracking Mechanisms

There has to be agreement as to how the implementation of the Framework will be tracked to ensure that it is successful. That success means there is accountability with regards to resource utilization. The two education ministries training institutions and development partners will be involved in mapping out parameters for tracking mechanisms.

1.19.1.15 Evaluation

Evaluation will be evident at the inception process and output of the Framework. Everybody involved will evaluate the Framework at appropriate levels. Both ministries of education, development partners and training
institutions will have relevant inbuilt evaluations that ensure that the Framework is realizing value for money. Hence, Evaluation and Monitoring as contained in the next Chapter.
CHAPTER TWO

MONITORING AND EVALUATION

2.0 Introduction

Monitoring and Evaluation of the CPD framework are essential and necessary. They are essential because they are the benchmarks upon which quality assurance is based. They determine whether stated aims, objectives and targets have been achieved. Suffice to note that monitoring and evaluation takes place at each and every level the CDP is implemented. Within the levels are basic components, programme processes, programme performance, resources and outputs. These evaluation activities take place within the parameters of broad approaches such as planning research, continuous ongoing test retests, impact and output evaluations. Critically these processes may take place at the same time depending on when and where they are applied.

2.1 Monitoring and Evaluation Levels

2.1.1 Planning Research Evaluation

Planning research evaluation is sometimes referred to as needs assessment. This is done when a programme, project or activity is conceived. In this CPD project the document which outlines the desire to have this CPD project done with clearly articulated terms of reference (TOR) was the first documented Monitoring and Evaluation process. That activity in which the Ministry of Primary and Secondary Education with the co-operation of UNICEF as the development partner was the first level monitoring and evaluation. It was the planning research stage of evaluation.

2.1.2 National Level

At the national level CPD monitoring and evaluation will be under the responsibility and co-ordination of the Ministry of Primary and Secondary Education. The department responsible for the implementation of the CPD will:
2.1.2.1 Liaise with the Ministry of Higher and Tertiary Education Science Innovation and Technology Development;

2.1.2.2 Institutions and or levels responsible for the implementation of the CPD programmes that is:

- District;
- Cluster; and
- School based;
- Provincial; and
- Development partners.

Evaluation reports emanating from the provincial structures, institutions responsible for the implementation will be co-ordinated at the MOPSE national level. The platform for this exercise will be Consultative Committee where such evaluation reports emanating from various sources will be tabled [fig 1.1]

The type of evaluation and monitoring reports will be:

- Programme Performance Evaluations,
- Programme Process Evaluations,
- Operational Evaluations,
- Resource (Human Material Financial) Evaluations;
- Utilisation management of such CPD resources;
- General Performance of CPD participants’ evaluations;
- Output and impact evaluations;
- Monitoring Evaluation mechanisms; and
- Frequency of Tracking system evaluations.

2.1.3 Provincial Level Evaluation

Evaluation and monitoring at the provincial level, which follow similar trends carried out at the national level, are:
- needs assessment or planning research. These needs assessment document provincial CPD requirements such as participants' age, gender, course or programme choices, material provisions in terms of adequacy, quality, staffing and provincial CPD centres;

- Process continuous, on-going evaluation with specific reference to the implementation of the CPD. This continuous formative evaluation is essential in order to ensure that corrective measures are put in place rather than wait until the end of the stipulated timeframe of the CPD programmes;

- Liaison with implementation institutions. Where there are institutions situated in the province, there will be need to set up mechanism to co-ordinate evaluation mechanisms between the implementation institutions and the provincial evaluation office or unit;

- Tracking mechanism or system evaluation. While this may be part of on-going implementation evaluation, it is unique in that it aims at tracking inputs, processes and the whole implementation of the CPD; and

- At provincial level output, impact, effect, progression and completion will be carried out under the proposed evaluation framework. The information for this will be maintained traceable records kept at the provincial office;

2.1.4 District Level

Monitoring and Evaluation formats closely follow those at national and provincial levels. That is:

- Needs assessment monitoring and evaluation. This means evaluation analysis at the district level, participants' individual needs logistical requirements equipment and material of operation of the curriculum among others.

- District monitoring and evaluation in terms of consolidated evaluations from the clusters and schools. This includes making sure that teacher competences are offered effectively. CPD processes such as workshops, seminars are done
and make appropriate recommendations as required. Such evaluations are continuous, formative and on-going,

-Impact monitoring and evaluation at the district level is equally crucial. This covers the effectiveness, impact, output of all the CPD activities done in a given district. Impact evaluations are time-framed. They can be done daily, weekly, monthly terms and yearly. The sum total of all these time framed evaluations will produce a picture of how on the whole, CPD is performing. Such information is then fed to the province for national considerations.

2.1.5 Cluster/school level

Monitoring and Evaluation CPD is meant to enhance teaching and learning for and among teachers and pupils. These are in the cluster and the school. The school has been described as the shop floor of education. That is where practical teaching and learning take place. That’s where the teachers reside.

2.2 Sources

Monitoring and evaluation data at this level is found in:

-The individual teacher’s records. Some call it portfolios.

-that portfolio contains information such as the teacher’s profile, what that teachers learnt or is learning under CPD (curriculum) new skills, knowledge and attitudes challenges encountered and learning outcomes;

-profiles of needs assessment done to be measured against what was supposed to be achieved;

-effectiveness of CPD processes at that level. This includes implementation strategies employed to realise what was stated in terms of aims, objectives, targets and intended outcomes; and

-impact, output, effectiveness of the CPD;

At school cluster level, monitoring and evaluation should be so informative such that basic indicators evaluated are clearly articulated. These include CPD participants their ages, gender, qualifications, performance, profiling and
outcome. Feedback to the district, province and nation depends on what obtains at the school level. Such impact feedback tells the success or failure of the CPD. Indicators such as progression, completion, status, promotion and community participation will be prominent. Above all, whether, the CPD programme makes a difference to the individual, the class, the school, the community and Zimbabwe. That is the purpose of monitoring and evaluation at the cluster and school levels.

2.3 Monitoring and Evaluation Basic Requirements

Monitoring and Evaluation are level dependent. This means there is need to have people or personnel strategically situated to ensure that monitoring and evaluation are done. These people may have designations assigned to them in addition to monitoring and evaluation. Specific personnel will be responsible or accountable for CPD evaluation and monitoring according to levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Co-ordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>National co-ordination</td>
</tr>
<tr>
<td>Provincial</td>
<td>Provincial co-ordination</td>
</tr>
<tr>
<td>District</td>
<td>District co-ordination</td>
</tr>
<tr>
<td>Cluster</td>
<td>Cluster co-ordination</td>
</tr>
<tr>
<td>School</td>
<td>Mentor</td>
</tr>
</tbody>
</table>

The evaluation, mentoring and co-ordination personnel will be under designated structures at their respective levels. However, they need to be inducted, trained and oriented in monitoring and evaluation in general and CPD in particular.
### Table 1.3: CPD Monitoring and Evaluation Matrix

<table>
<thead>
<tr>
<th>Level</th>
<th>Type of Evaluation</th>
<th>Objectives</th>
<th>Leading Participates</th>
<th>Strategies/Activities</th>
<th>Possible Outcome</th>
</tr>
</thead>
</table>
| National/Head office   | Planning Research  | Conceptualisation of CPD; Needs assessment or outlining OLP parameters; Putting in place lead researcher/consultant | Development Partner (UNICEF) MOPSE personnel consultant                               | Interview of consultant appointment of consultant; Informing stakeholders- provincial, district and schools. | -Appointment of consultant  
- Production of inception Report;  
- Carrying research on CPD                                                                 |
|                        | Programme Process, Performance, Formative, On-going, | Institution of on-going evaluation, Corrective and ameliorative evaluation, tracking and tracing evaluation, in-built corrective assessment | MOPSE personnel, Development partner (UNICEF) MHTSTD personnel CPD implementing institutions, provincial co-ordinators | Review consolidated evaluation reports from: provinces, training institutions, instituting corrective amelioration and in built evaluation measures. | Panel beating identified challenges as the CPD is being implemented, instituting corrective strategies adjusting the CPD as it is implemented. Challenges encountered. |
| Summative, Impact, output |                   | Determine the effectiveness, impact and output of the CPD at all levels of operation: National, provincial, regional, cluster, schools and education training institutions. | MOPSE, MHTSTD, UNICEF, Teachers colleges, Universities, provincial CPD co-ordinators | -Receive yearly consolidated CPD evaluation reports from: provinces, participating universities and teachers colleges | -Strengths, weaknesses of the overall CPD Programme;  
- suggested solutions;  
Specific recommendations for UNICEF, ministries of education, colleges and all levels that implement CPD. |
| Provincial             | Planning Research  | -co-ordination of needs assessment from districts; -originate needs assessments; -identification of provincial basic indicators | Provincial co-ordinator, teachers and teacher education college lecturers | -consolidate evaluation reports from the districts: -identification of provincial CPD needs; -compilation of CPD basic indicators; -compilations of overall provincial needs | -consolidated CPD needs assessment;  
- compiles basic CPD basic indicators;  
- overall needs assessment report for onward |
<table>
<thead>
<tr>
<th>Programme Process; Performance; Formative On-going</th>
<th>Summative; Impact; Output; Effectiveness</th>
<th>District Planning Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Institute continuous evaluation and assessment; Establish corrective amelioration CPD evaluation; Effect CPD tracking mechanisms; CPD implementation evaluation processes in-built reviews; teacher continuous self-assessment</td>
<td>-Determine CPD effectiveness; Assess CPD achievements; Measure quality and quantity output; Establishing and teaching standards; Identify challenges; compile lessons learnt from the implementation of CPD</td>
<td>-Needs analysis; CPD conceptualisation; co-ordination of basic indicators from the clusters and schools;</td>
</tr>
<tr>
<td>Provincial co-ordinator, teachers, and teachers college lecturers in that province</td>
<td>-Provincial CPD co-ordinator; Teacher Education institutions personnel in the province; Teachers</td>
<td>-District CPD co-ordinator; Teachers; Education colleges personnel</td>
</tr>
<tr>
<td>-consolidate CPD continuous evaluation reports from the districts; identification and compilation of provincial CPD evaluation reports; liaise with provincial teacher education institutions in continuous provincial CPD evaluation</td>
<td>-Produce a consolidated CPD Provincial Evaluation Report from annual reports from the district; Provide feedback CPD Evaluation to the Head office for consideration by the Liaison Consultative Committee</td>
<td>-co-ordination of planning research evaluation reports; creation of basic CPD evaluation data base and bank;</td>
</tr>
<tr>
<td>-establish corrective on-going, reflective provincial evaluation reports; compiled on-going ameliorative evaluation reports from the districts; creation of on-going CPD evaluation report for consideration by national CPD as well as colleges of education.</td>
<td>-Overall performance of the CPD in terms of: -Quantity; -Quality; -Processes; -Effectiveness; -Strengths; weaknesses; -Suggested way forward based on outlined challenges for consideration by all levels that implement the CPD programme</td>
<td>-co-ordinated needs analysis; creation of a needs analysis data base; Establishment of initial resource</td>
</tr>
<tr>
<td>Cluster/School Planning Research</td>
<td>Programme Process, Performance, on-going Formative</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-creation of a CPD data base.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-feed the provincial level with district evaluation reports.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>requirements at district level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Institute in-built on-going ameliorative, corrective and tracking evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-District CPD co-ordinators; Colleges of education teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-consolidating on-going formative evaluations from schools, clusters -production of evaluation reports for the provincial level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-reflective evaluations that show: corrective mechanisms; Amelioration; Adjustments in-built CPD dynamic processes; Tracking mechanisms; -CPD reports for provincial considerations</td>
<td></td>
</tr>
<tr>
<td>Summative, Impact, Output</td>
<td>Overall CPD effectiveness: Quality, quantity, output</td>
<td></td>
</tr>
<tr>
<td></td>
<td>District co-ordinator, teacher education colleges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• compile consolidated CPD evaluation reports from clusters, and schools and teachers’ colleges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transmit CPD evaluation reports to the provincial level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• consolidated summative CPD evaluation reports showing: -output; -quantity; -quality; -strengths; -weaknesses; -challenges; -way forward;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• submit CPD evaluation report to the provincial level</td>
<td></td>
</tr>
<tr>
<td>Cluster/ School</td>
<td>• Needs analysis; Assessment; Identification of basic performance indicator peculiar to the cluster</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Creation of a verifiable data base</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Creation of individual participant portfolios.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cluster/School CPD co-ordinator; Mentors; College lecturers; Teachers school heads; local community leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identification of cluster/school CPD needs;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Document basic performance indicators;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Put in place relevant CPD records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create portfolios</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Basic indicators in place;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Records determined;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cluster data base created;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reliable portfolios established;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Report bases for the next level-district</td>
<td></td>
</tr>
</tbody>
</table>

| Programme Process               | • Establish Heads, mentors, |
|                                  | Creation of: |
|                                  | • Continuous evaluation |
| Performance, Ongoing, Formative | -ongoing ameliorative; corrective; tracking; formative system of evaluation | Teachers, education college lecturers | -trading mechanisms/records, -portfolios, -review, -mechanisms, -in built, -on going tracking systems -liaising with local community leadership | mechanisms in place  
- Record keeping  
- Systematic reviewers  
- Tracking systems in place  
- Co-ordination with colleges and the community |
| Summative Impact Output | -Determine CPD Effectiveness in terms of:  
- Quality;  
- Quantity;  
- Effectiveness;  
- Outcome;  
- Overall Performance | Heads Mentors CPD co-ordinators Teachers college Personnel community leadership | -Review of existing records, portfolios, annual reports and participants performance, prepare comprehensive CPD cluster evaluation report for the district | Impact and effectiveness of the CPD programme in terms of:  
- quantity;  
- quality;  
- relevance;  
- approaches; and  
- impact on: Individual participants (teachers) the classroom, school and community. Production of a cluster/school based CPD evaluation report for the next level District |
| Evaluation tracking mechanisms | -systematic tracking of all in-service programmes being implemented.  
- teaching mechanisms development etc. | -Tracking approval, review, quantity, quality material, effectiveness course material, production material, distribution, MOPSE, MHTESITD, Universities, Training institutions, Consultants | -inbuilt corrective measures. Projects panel beating  
- continuous monitoring feedback for improvement as programmes are implemented |
course material effectiveness, completion of assignments, marking assignments, completion rates, examination management, certification - output and impact is done from day one to completion

<table>
<thead>
<tr>
<th>Impact/Output summative evaluation</th>
<th>Determine the impact/output effectiveness of each in-service course</th>
<th>Hire an evaluation Expert to carry out the impact evaluation</th>
<th>MOPSE, MHTESITD, Development partners</th>
</tr>
</thead>
</table>

### 2.4 Institutional Monitoring and Evaluation

The actual implementation of the CPD will be done by selected educational institutions such as colleges of education or universities. In Zimbabwe, colleges of education and universities involved in teacher education have their own mechanisms of quality assurance, monitoring and evaluation. There is need therefore to forge a strong alliance between colleges of education (Table 1.1) and the proposed CPD. This liaison and co-ordination should be developed at all the relevant levels such as the school (mentors) the district, province and nationally. At the national level, the CPD Consultative Committee would take care of this aspect. The Ministry of Primary and Secondary Education using relevant levels such as cluster, district and province would be responsible for coming up with a national evaluation report done by or through their official designated co-ordinators or by an expert in evaluation appointed to do so.
especially the production of a consolidated summative evaluation report done after three years.

2.5 Interactive
Monitoring and Evaluation are interactive. There is inter-vertical evaluation, horizontal inter-evaluation and intra-vertical and intra-horizontal evaluation. An elaboration is useful. Inter-vertical evaluation involves sharing and dissemination of various evaluation activities and reports that emanate from cluster, district, province and then national levels. The same processes take place from national evaluation to the cluster and school levels. Within these processes evaluation information shared is intra-evaluation. In addition, at each level there is sharing of information between levels and institutions. For example, at provincial levels teacher education institutions should share evaluations that emanate from schools and clusters since, as noted already, schools are the shop floors of both teacher and school education. Practical intra, inter, horizontal, vertical and down evaluations ensure that measurement of basic indicators, planning research, processes and inputs, as well as impact from the evaluations, give a reliable picture on the overall performance of the CPD. That will yield accurate and reliable picture of how the CPD performs.
CHAPTER THREE

IN-SERVICE TEACHER EDUCATION FOR PRE-SERVICE TEACHER EDUCATION

3.0 Introduction

It appears contradictory to talk about in-service teacher education for pre-service teacher education. The pilot study revealed that some of the gaps identified at primary and secondary school levels, as well as among supervisors in the Ministry of Primary and Secondary Education (MoPSE) originated from the pre-service teacher education or omissions thereat. Others emanated from the MoPSE itself especially lack of consultation on curriculum issues. It then became imperative to collect information from student teachers in their third year after Teaching Practice experience and college lecturers at primary and secondary teachers’ colleges. After all pre-service training becomes outdated the day student teachers graduate.

3.1 Main Findings

3.1.1 Sources of information

Information for this Framework was obtained from student teachers, college lecturers, primary and secondary teachers, mentors, teachers-in-charge, deputy heads, heads of departments, heads, officials from both ministries of education, schools inspectors, district inspectors, provincial directors of education, the Public Service Commission, development partners such as UNICEF and UNESCO, lecturers in the Department of Teacher Education and other tertiary institutions. Teachers unions such as ZIMTA and PTUZ also gave their views with regards to CPD.
Student teachers included had done teaching practice. They experienced challenges in the implementation of the Competence Based Curriculum (CBC). Hence they were a valuable source. The same note is extended to college lecturers. These were (are) responsible for pre-service training of the bulk of non-graduate primary and secondary teachers. They too faced challenges in imparting knowledge, skills, standards and professionalism to student teachers at pre-service level. More so with regards to the CBC. Critically, major players from whom information was collected had linkages in pre-service and in-service teacher education and development. Specifically, the two ministries of education, colleges of education, the Department of Teacher Education, schools and the classrooms which are shop floors of teacher education. Officially these linkages were practically operational. As stated in the Inception Report 2020, pg. 2-3 par 3.1 these linkages are:

Crucial because what is done at pre-service training level, one assumes, should be in line with what is done by the trained teachers who teach at both primary and secondary levels. What is done during teacher training should answer to the curriculum needs of the school system.

The sources referred to above revealed that while these linkages are in place, they do not operate as effectively as they should. There is lack of consultation and co-ordination by the parties concerned. Hence, creation of gaps that require in-service training.

3.2 **Methodology**

Any study is as good as its methodology. This study is no exception. The study employed the post-positivist paradigm which is concerned with what works best for understanding a particular phenomenon. It used the Mixed Method Research (MMR) which embraces both quantitative and qualitative approaches, following the explanatory sequential design. The quantitative and qualitative
approaches neutralise the weakness and biases of the other. In the process, this coagulates the research process and enhances validity of data, which brings confidence to the research findings. This study began by collecting quantitative data using a questionnaire and document analysis, which assisted to establish trends. This means the quantitative approach was the main (primary) method. The qualitative approach (face-to-face interviews and group discussions) was used to as follow up allow probing of issues. Basically, the quantitative and qualitative approaches complemented each other.

3.2.1 Challenges

Each study is unique. That uniqueness includes methodology just discussed. But it also includes challenges encountered in the whole process of the study from start to finish. The same applies to this exercise. In fact, some of the challenges were anticipated as noted in the Inception Report 2020: 17 par 22.0. Among the challenges encountered were:

3.2.1.1 Data Base

In the Inception Report reliable data was noted as one of the possible challenges that could be encountered. This observation was borne out of experience. The Inception Report 2020: 17 par 22.1 observed:

This study relies heavily on existing documented primary and secondary information. This includes: the number of teachers and supervisors, their academic and professional qualifications, experience, gender and professionalism, expertise acquired during and after training and their duties and responsibilities. Subjects they teach in their respective study areas must be accurate otherwise the CPD Framework will be based on unreliable information.
The above observations were made because the TOR required that such base line data (TOR 3.3. above) be available. That information was not readily available. This information is critical especially when planning ahead. The Ministry of Primary and Secondary Education urgently requires a Human Resources Information Management System in which human resources data is stored. This Human Resources Information Management System (HRIMS) will have accurate, up to date and dependable data from the classroom, schools, clusters, districts, provinces and head offices such information would be accessed at the click of a button.

### 3.2.1.2 Logistics

Putting things together in motion was a challenge. There were delays in starting the exercise. Letter of introduction to visit schools, colleges and other institutions took a relatively long time. Delays in issuing that letter of introduction resulted in delays in the collection of information. The situation was not helped by COVID 19 pandemic. This assignment included. Further adjustments had to be made. As noted ahead, before the pandemic and because of the delays encountered, a decision was made to form teams of experienced researchers to collect information from colleges, schools and other institutions. This helped to expedite the data collection process.

### 3.2.1.3 Cooperation

True challenges are part of such on exercise. They are inevitable. Top officials in the Ministry of Primary and Secondary Education, in particular the Division of Human Resources and Discipline, officials in the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development, the Department of Teacher Education University of Zimbabwe, Colleges of Education principals, lecturers and student teachers, primary and secondary teachers, provincial education directors, school and district inspectors gave tremendous assistance and co-operation.
3.3 Quantitative Approach

There were questionnaires with closed-ended sections and document analysis schedule. Documents analysed included those from the two education ministries, schools, teacher unions, colleges of education, UNICEF, and University of Zimbabwe: Department of Teacher Education. The respondents and researcher ticked in respective boxes provided on the questionnaire and document analysis schedule respectively. Such data was quantifiably analysed using descriptive data consisting of number (N) and corresponding percentages (%). Frequencies could be counted and enumerated. In short this consisted of numbers.

3.4 Qualitative Approach

In the questionnaire, there were open-ended sections where respondents were free to write what they wanted without being restricted by closed-ended boxes. These open-ended sections were qualitatively analysed by tallying commonly mentioned issues and where necessary and applicable quantify them. Equally importantly, that information was compared with information that was quantifiably collected. Another aspect of qualitative data was collected through group discussions with student teachers, primary and secondary teachers and lecturers. Face-to-face interviews with inspectors, district inspectors and provincial directors of education were also done.

3.5 Organisation

It was realised from the beginning that this was a complex study, which required some meticulous organisation. It had to be well organised especially from the point of view of data collection and logistical perspective.
3.6 **Pilot study**

A pilot study was done. The purpose of the pilot study was to:

3.6.1 test the instruments which were to be used in the collection of information;
3.6.2 assess the approach, interviewing, data collection and analysis techniques;
3.6.3 evaluate logistical approaches;
3.6.4 establish possible trends with regards to origins, extent of gaps and existence of in-service requirements in Zimbabwe’s education system; and
3.6.5 evaluate possible techniques and tactics to be used in the final study.

The respondents who took part in the pilot study were students at the University of Zimbabwe doing BEd, MEd degrees in ECD, Primary and Educational Administration. They were experienced primary and secondary teachers and or administrators. They came from all over the country. There was a respondent in this group from each and every province and district. They were well-versed in issues being investigated (Refer to Pilot Report 2020 for details).

3.7 **Pilot Findings**

It is not desirable to go into details with regards to the pilot findings. Herein main findings are noted. These are:

3.7.1 That the need to have in-service programmes instituted from pre-service, primary and secondary, teachers as well as supervisors was overwhelming. There were strong sentiments for short, medium and long term in-service courses which these respondents wanted to be done;
3.7.2 Areas requiring in-service courses were also clearly articulated by the respondents in the pilot study. These areas in categories were:
3.7.2.1 Information Communication Technology (ICT), Computer Science and Computer Studies, and ODEL;
3.7.2.2 The New Curriculum—that is Competence Based Curriculum, Teacher Competence, Syllabus Interpretation, Assessment, Skills development, Curriculum Issues and Research;
3.7.2.3 Special Educational Needs which covered: Sign Language, Braille, and Inclusive Education;
3.7.2.4 Administrative In-Service courses: Educational Supervision, Evaluation, Monitoring and Administration; and
3.7.2.5 Technological Vocational Areas: Technical Graphics, Wood Technology, Building Technology; and Mechanical Engineering.

Forearmed with the pilot results, there was need to re-strategise. This was done as follows:

3.8 Organisation

Teams were formed to collect data. This was done after induction. That induction outlined the purpose, target and operational parameters of the exercise. The teams comprised seasoned researchers/educationists from the University of Zimbabwe, teachers’ colleges and the regions. Virtually all the regions were represented in this exercise. Given what happened later, the COVID 19 Pandemic, the organisation done in terms of data collection was critical otherwise data collection would not have been completed because of the lockdown. This data collection organisation was a blessing. It enabled data collection from teachers’ colleges, schools, regional and district offices to be completed. The only place that data had not been collected at the first lockdown was the Head Office of the Ministry of Primary and Secondary Education.

As per purpose of the pilot study, instruments were revised accordingly. Adjustments were made to the whole process of the exercise to ensure that anomalies noted under the Pilot Study were minimised. In other words, the objectives of the Pilot Study were taken on board in the final exercise.
3.9 Instruments

There were five instruments designed. These were closed and open-ended combined questionnaires as follows:

3.9.1 CPD1: For supervisors that is mentors, teachers-in-charge, deputy heads, heads, inspectors;
3.9.2 CPD2: For Primary Teachers;
3.9.3 CPD3: For Secondary Teachers;
3.9.4 CPD4: For Teachers College Lecturers; and
3.9.5 CDP5: For Face to Face Interviews with colleges of education lectures, government ministry officials and teacher education university academics.

3.10 Continuous Professional Development

It is necessary to emphasise that the five Continuous Professional Development in-service training data collection instruments combined qualitative, quantitative and mixed method research techniques. There were in-built triangulations, test retests of similar, identical and related issues/items as a way of making sure that there was reliability, authenticity and validity. This is important because such variables must be inbuilt right from the start/conception to the completion of the whole exercise.

3.11 Participants

In ordinary research studies samples would be used. In this study, the correct terminology is respondents or participants. These participants were purposefully chosen. These participants as per terms of reference were: supervisors, primary and secondary teachers, college lecturers, senior officials in the two education ministries and the Public Service Commission. A few illustrations would be useful.
3.12 Teachers Colleges

In Zimbabwe, at the time this exercise was undertaken, there were 12 primary teachers’ colleges. Information was collected from 10 of these colleges. This means 83.3 percent. These were: Masvingo, United College of Education (UCE), Bondolfi, Morgenster, Joshua Nkomo Polytechnic, Seke, Mkoba, Blended Education College of Southern Africa (BECISA), Madziwa and Marymount teachers’ colleges (Source DTE Interim Reports). There were four private teachers’ colleges. Of these, three participated in this exercise. In fact, three are Government Aided. Two of the three Government Aided teachers’ colleges took part. This was 75.0 per cent of the private colleges. The point to note is that the primary teachers’ colleges which took part in this exercise were representative of the total number of primary teachers’ colleges which took part in this study. In other words, the information collected was reflective of primary teacher education in the country at the time the study was carried out.

3.13 Student Teachers

The student teachers from whom information was collected were third-year students who completed their teaching practice and were now at college to complete their studies. Information was collected through group discussions with rapporteurs noting important points during the discussions. In other words, student teachers did not fill in questionnaires. The numbers of student teachers who attended these sessions were:
Table 3.1: Student teacher participants

<table>
<thead>
<tr>
<th>College</th>
<th>Number of student teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillside Teachers College</td>
<td>221</td>
</tr>
<tr>
<td>Morgenster Teachers College</td>
<td>531</td>
</tr>
<tr>
<td>Masvingo Teachers College</td>
<td>446</td>
</tr>
<tr>
<td>United College of Education</td>
<td>520</td>
</tr>
<tr>
<td>Joshua Mqabuko Nkomo Polytechnic</td>
<td>431</td>
</tr>
<tr>
<td>Bondolfi Teachers College</td>
<td>422</td>
</tr>
<tr>
<td>Morgan Zintec Teachers College</td>
<td>553</td>
</tr>
<tr>
<td>Seke Teachers College</td>
<td>511</td>
</tr>
<tr>
<td>BECSA</td>
<td>210</td>
</tr>
<tr>
<td>Madziwa Teachers College</td>
<td>312</td>
</tr>
<tr>
<td>Belvedere Technical Teachers College</td>
<td>451</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4608</strong></td>
</tr>
</tbody>
</table>

It is also noted that before the meetings with the large groups, meetings were held with students’ Representative Councils at each teachers’ college.

3.14 Secondary Teachers Colleges

In 2020 there were four secondary teachers’ colleges in Zimbabwe. These were: Mutare, Belvedere Technical Teachers College, Hillside Teachers College and Gweru Polytechnic. There were departments of secondary science teacher education at some primary teachers’ colleges. These were at Mkoba, Joshua Nkomo Polytechnic, Masvingo and Marymount Teachers Colleges. Lecturers at these Secondary Science departments took part in the exercise. At any rate these lecturers taught both primary and secondary science teacher education. Strictly speaking, however, there were four secondary teachers’ colleges. All of them were involved in supplying required information. In short the
information supplied was reflective of secondary teacher education in Zimbabwe.

3.15 Lecturing Staff

Ten of the twelve colleges took part. The lecturers involved were both primary and secondary. These were lecturers who gave information through group discussions while others filled in questionnaires (CPD4). The lecturers who filled in questionnaires were from:

**Table 3.2: Lecturer participants**

<table>
<thead>
<tr>
<th>College</th>
<th>Number of lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seke Teachers College</td>
<td>84</td>
</tr>
<tr>
<td>Belvedere Technical Teachers College</td>
<td>129</td>
</tr>
<tr>
<td>Bondolfi Teachers College</td>
<td>57</td>
</tr>
<tr>
<td>Masvingo Teachers College</td>
<td>105</td>
</tr>
<tr>
<td>United College of Education</td>
<td>106</td>
</tr>
<tr>
<td>Morgenster Teachers College</td>
<td>66</td>
</tr>
<tr>
<td>Morgan Zintec College</td>
<td>77</td>
</tr>
<tr>
<td>Marymount Teachers College</td>
<td>66</td>
</tr>
<tr>
<td>Mutare Teachers College</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>759</strong></td>
</tr>
</tbody>
</table>

It could be argued that these lecturers left school classrooms some years ago. It is possible that they may not have been in touch with the school classroom realities for a long time. While this is acknowledged, there would need to be another study to determine whether what teachers’ college lecturers teach is
relevant to the needs of the classroom. That would touch on the whole system of education of which teacher education is an integral part.

3.16 Qualifications

Data was collected with regards to the academic and professional qualifications of the college lecturers. On the whole college lecturers in Zimbabwe were (still are 2020) relatively academically qualified. All the college lecturers have at least a first degree while the majority have master’s degrees and others have PhD qualifications. Most of the PhDs are in education or applied education. The same scenario applies to professional qualifications. All the lecturers were professionally qualified. The professional qualifications of these lecturers ranged from Diploma in Education, Post Graduate or Post Graduate Diploma in Education.

The importance of knowing the academic and professional qualifications of these college lecturers is to ascertain whether the lecturers understood the issues which were under discussion. This should be in the positive. It can safely be concluded that given the academic and professional background of these lecturers, the information they provided was reliable and accurate. In addition, these lecturers were also experienced school classroom practitioners before joining college as lecturers. Besides, they consistently visited primary and secondary schools supervising student teachers thereby interacting with qualified primary and secondary teachers, teacher-in-charge, deputy heads, mentors, heads, heads of departments with whom they shared curriculum issues. College lecturers from time to time hold workshops with mentors, teacher-in-charge, heads of departments regarding teaching practice curriculum issues which were and still are (2020) relevant to in-service education.
3.17 Gender

Gender is a critical performance indicator in education, in-service education included. Hence, the importance of highlighting it in this discussion. On the whole, information gathered shows that there were more male than female lecturers in teachers’ colleges in Zimbabwe (Table 3.3). However, the gap seems to be closing.

Table 3.3: Teachers’ College Lecturers by Gender

<table>
<thead>
<tr>
<th>School</th>
<th>M</th>
<th>F</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Seke</td>
<td>51</td>
<td>60.7</td>
<td>33</td>
</tr>
<tr>
<td>Belvedere</td>
<td>81</td>
<td>62.7</td>
<td>48</td>
</tr>
<tr>
<td>Bondolfi</td>
<td>27</td>
<td>47.3</td>
<td>30</td>
</tr>
<tr>
<td>Masvingo</td>
<td>51</td>
<td>48.1</td>
<td>55</td>
</tr>
<tr>
<td>UCE</td>
<td>51</td>
<td>48.1</td>
<td>54</td>
</tr>
<tr>
<td>Morgester</td>
<td>33</td>
<td>50.0</td>
<td>33</td>
</tr>
<tr>
<td>Morgan Zintec</td>
<td>41</td>
<td>51.8</td>
<td>38</td>
</tr>
<tr>
<td>Marymount</td>
<td>36</td>
<td>53.7</td>
<td>31</td>
</tr>
<tr>
<td>Mutare Teachers College</td>
<td>45</td>
<td>65.2</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>416</strong></td>
<td><strong>54.8</strong></td>
<td><strong>343</strong></td>
</tr>
</tbody>
</table>

3.18 Student Teachers

Both primary and secondary student teachers gave their views with regards to in-service training. Within the context of this assignment, their focus was mainly on issues to do with the new curriculum. The overwhelming majority of student teachers indicated that they faced challenges in implementing the New Curriculum. These areas were:

Applied Information Communication Technology across all the subject areas;
Agriculture;
VPA;
Mass Displays;
New Curriculum Interpretation;
Skills Development;
Teacher Competence; and
Research.

The dilemma of these students was summed up by one student who noted:

When we were deployed in schools for teaching practice we looked forward to being assisted by our mentors and other qualified teachers in the implementation of the new curriculum. But when we arrived at our schools of deployment, mentors and other qualified teachers looked forward to being assisted by us since we had just left college. We were stranded because our lecturers were also ignorant about the CBC.

As a gap, challenges with regards to the implementation of the CBC can be tracked to pre-service teacher education.

There was also a gap identified at pre-service training level especially at primary teachers’ colleges. Subjects such as Technical Graphics, Building Technology, Wood Technology and Mechanical Engineering were not being offered at primary teachers’ colleges. These were offered at Belvedere Technical Teachers College. Mutare Teachers College had just started offering Building Technology when information for this exercise was collected.

Special Educational Needs was another area identified as a gap that required in-service training intervention. This included Braille, Sign Language and Inclusive Education. Student teachers noted that they lacked skills in these areas to assist pupils in teaching and learning. Exceptions were students from the United College of Education who were specialising in these areas and others
who were getting working knowledge to enable them to have basic skills in special needs education.

Other teachers’ colleges were also introducing selected special needs areas for their student teachers so that at least they could have some working knowledge of special educational needs. But on the whole this area requires serious attention at pre-and in-service teacher education levels. The situation is made worse by the fact that as a country Zimbabwe does not have a national policy on Special Educational Needs. As data for this exercise was being collected, two parallel efforts by both ministries of education on Inclusive Education were taking place. The two attempts did not speak to each other. Clearly there was no co-operation between the two separate but parallel efforts. It is recommended that the two ministries of education harmonise this effort and come up with a consolidated policy on inclusive education.

3.19 Lecturers
Teachers’ college lecturers are responsible for pre-service teacher education. But they too underwent pre-service training. It was necessary to establish whether these lecturers were equipped with knowledge and skills in areas such as subject content, skills, teacher competence, ethics, Ubuntu/unhu, use of ICT, teacher professional standards, record keeping, remediation, reading skills, assessment, extension work, educational administration, planning, supervision, monitoring and evaluation, curriculum issues, inclusive education, Sign Language, Braille, Open and Distance and e-learning, writing skills, teaching methods, educational foundations and research (Table 2.4).
Table 3.4: Courses in which lecturers were equipped at Pre-Service Training

<table>
<thead>
<tr>
<th>Item</th>
<th>Not Equipped</th>
<th>Somewhat Equipped</th>
<th>Equipped</th>
<th>More Equipped</th>
<th>Most Equipped</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Subject content</td>
<td>- -</td>
<td>- -</td>
<td>9 1.1</td>
<td>400 52.7</td>
<td>350 46.2</td>
<td>759 100</td>
</tr>
<tr>
<td>Skills</td>
<td>273 35.9</td>
<td>431 56.7</td>
<td>21 2.7</td>
<td>34 4.4</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Competences</td>
<td>350 46.2</td>
<td>370 48.7</td>
<td>39 5.1</td>
<td>- -</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Ethics</td>
<td>170 22.3</td>
<td>300 39.5</td>
<td>149 19.6</td>
<td>140 18.6</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Ubuntu/hunhu</td>
<td>157 20.6</td>
<td>332 43.7</td>
<td>170 22.3</td>
<td>50 6.5</td>
<td>50 6.5</td>
<td>759 100</td>
</tr>
<tr>
<td>Use of ICT</td>
<td>410 54.0</td>
<td>300 39.5</td>
<td>41 5.4</td>
<td>8 1.0</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Professional Standards</td>
<td>140 18.6</td>
<td>157 20.6</td>
<td>273 35.9</td>
<td>140 18.6</td>
<td>49 6.4</td>
<td>759 100</td>
</tr>
<tr>
<td>Record keeping</td>
<td>210 27.6</td>
<td>150 19.7</td>
<td>300 39.5</td>
<td>45 5.9</td>
<td>45 5.9</td>
<td>759 100</td>
</tr>
<tr>
<td>Remediation</td>
<td>273 35.9</td>
<td>196 25.8</td>
<td>170 22.3</td>
<td>60 7.9</td>
<td>60 7.9</td>
<td>759 100</td>
</tr>
<tr>
<td>Reading skills</td>
<td>350 46.2</td>
<td>370 48.7</td>
<td>39 5.1</td>
<td>- -</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Assessment</td>
<td>190 25.0</td>
<td>170 22.3</td>
<td>300 39.5</td>
<td>44 5.7</td>
<td>45 5.9</td>
<td>759 100</td>
</tr>
<tr>
<td>Extension work</td>
<td>243 32.0</td>
<td>211 27.7</td>
<td>149 19.6</td>
<td>140 18.6</td>
<td>16 1.0</td>
<td>759 100</td>
</tr>
<tr>
<td>Educational planning</td>
<td>315 41.5</td>
<td>210 27.6</td>
<td>140 18.6</td>
<td>45 5.9</td>
<td>49 6.4</td>
<td>759 100</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>360 47.4</td>
<td>140 18.6</td>
<td>170 22.3</td>
<td>9 1.1</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>210 27.6</td>
<td>120 15.8</td>
<td>300 39.5</td>
<td>110 14.4</td>
<td>19 2.5</td>
<td>759 100</td>
</tr>
<tr>
<td>Educational Supervision</td>
<td>350 46.2</td>
<td>270 35.5</td>
<td>130 17.1</td>
<td>9 1.1</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Educational Evaluation</td>
<td>320 42.1</td>
<td>110 14.4</td>
<td>310 40.8</td>
<td>19 2.5</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Educational Monitoring</td>
<td>335 44.1</td>
<td>127 16.7</td>
<td>321 42.2</td>
<td>35 4.6</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>315 49.4</td>
<td>261 34.3</td>
<td>91 11.9</td>
<td>92 12.1</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Sign Language</td>
<td>375 -</td>
<td>278 -</td>
<td>51 -</td>
<td>50 -</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Braille</td>
<td>336 44.2</td>
<td>331 43.6</td>
<td>45 5.9</td>
<td>37 4.8</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Open, Distance e-Learning</td>
<td>297 39.1</td>
<td>293 38.6</td>
<td>83 10.9</td>
<td>85 11.1</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>759 100</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>- -</td>
<td>- -</td>
<td>113 14.8</td>
<td>370 48.7</td>
<td>276 36.6</td>
<td>759 100</td>
</tr>
<tr>
<td>Educational Foundations</td>
<td>- -</td>
<td>- -</td>
<td>316 41.6</td>
<td>217 28.6</td>
<td>226 29.7</td>
<td>759 100</td>
</tr>
<tr>
<td>Research</td>
<td>298 39.2</td>
<td>245 32.2</td>
<td>116 15.2</td>
<td>100 13.1</td>
<td>- -</td>
<td>759 100</td>
</tr>
</tbody>
</table>

For an item to have been rated as having equipped these lecturers with skills and knowledge when they completed their pre-service or initial training, that item should have scored at least 50.0 percent rating by the respondents. Hidden among these items were curriculum areas to do with the CBC. If a respondent rated any of the new curriculum items as having been done at the pre-service training level, that respondent would not be giving an “honest” rating unless that item was known with a different name. The results in Table...
3.4 indicate that respondents were of the view that they were equipped with skills and knowledge in the following teacher education areas:

3.19.1 Teaching subject content/main subject as applicable; this item alone had 100.0 score;
3.19.2 Teaching Methods;
3.19.3 Educational Foundations;
3.19.4 Curriculum Issues;
3.19.5 Professional Standards;
3.19.6 Record keeping; and
3.19.7 Assessment.

The teacher education areas that scored at least 50.0 percent are at the core of teacher training. Having said that there are areas which scored less than 50.0 percent but are equally critical in teaching and learning. These areas can be regrouped or categorised as:

The CBC: Skills acquisition, teacher competences, use of ICT, Open, Distance and e-learning, Research, Ubuntu/Unhu, Ethics;
Educational Administration: Educational Planning, Administration, Monitoring, Evaluation and Supervision;
Classroom/Class Based Areas: Remediation, reading skills, writing skills.
These also qualify to be included in the CBC;
Special Educational Needs: Sign Language, Braille and Inclusive Education.

In other words, at the pre-service training level the gaps identified among the lecturers are: the new curriculum, ICTs skills acquisition and application and special educational needs. There is need for in-service teacher education in these areas. It should be noted however that some lecturers could have acquired some of these skills and knowledge through their own initiatives.
3.20 **Subjects/Areas not Taught**

Lecturers were requested to note down subjects or areas which they felt were not adequately taught when they initially trained as teachers. The areas noted down were:

3.20.1 ICT (Computer Studies, Computer Science; ODL);
3.20.2 Inclusive Education: Sign Language, Braille and Special Educational Needs;
3.20.3 Educational Administrations: Educational Administration, Supervision, Monitoring and Evaluation;
3.20.4 Technical Subjects: Art and Design, Music, Physical Education and Sport;
3.20.5 Curriculum Issues: VPA, Mass Displays and
3.20.6 Curriculum Interpretation: all issues to do with the CBC.

Generally, the pattern of areas/subjects which were not done when these lecturers initially trained as teachers was in line with areas that were rated as not having been adequately covered during their initial training. (Table 3.4).

3.21 **Subjects Adequately Taught**

In an effort to get a full picture of the gaps, respondents were requested to indicate subjects/areas they regarded as adequately taught when they did their initial training. The aim was triangulation and further check rechecks. The subjects/areas lecturers noted as having been adequately taught during their initial training were:

Content/Main Teaching Subject;
Educational Foundations;
Teaching Methods;
Records Keeping;
Curriculum Studies;
Professional Development Studies (Secondary); and
Theory of Education; and
Teaching Practice.

In this section, Teaching Practice was mentioned by the majority of respondents as an area or subject they regarded as adequately taught during their initial training.

3.22 Areas/Subjects for In-Service Education

College lecturers were requested to indicate subject areas they believed they could benefit from if offered at in-service teacher education level. This was in an open-ended section of the questionnaire. Respondents were therefore free to write down the information they wanted. The subject areas they wrote were:
- Research;
- ICT;
- Induction in the Competence Based Curriculum;
- School Curriculum Issues;
- V.P.A;
- Mass Displays;
- ECD Learning Areas;
- Special Educational Needs: Sign Language, Inclusive Education and Braille; and Monitoring, Supervision, Evaluation and Administration.

From an analysis point of view, it is noted that college lecturers wrote down subject areas they did not do when they initially trained as teachers and subject areas that came on board the education system in Zimbabwe. This is normal. Both these broad education areas, the new and the omitted, fit in as gaps that require intervention through in-service teacher education among the lecturers.
3.23 Justification

Respondents were requested to justify why they chose those areas for in-service teacher education intervention. A few sentiments were selected as illustrations based on the subject categories created. These sentiments were:

3.24 ICT

*ICT for better quality lessons as teaching is increasingly becoming digital which requires a teacher to keep abreast with changes in the information economy.*

*ICT promotes independent, active and rich learning. For interaction with learners and lesson preparation, ICT promotes such learning interactions.*

*ICT and ODL will assist me when carrying out further studies e.g. PhD. In addition, use of ICT skills and knowledge when teaching and assessing students on campus and on Teaching Practice (TP).*

*To become literate, know more about scientific things: such as electricity, boost agricultural knowledge and equip myself with maintenance skills.*

*With ICT, I will become competent in open, distance and e-learning so that I can conduct group discussions and lectures and also can be able to use electronic marking system.*

*ICT enhances competences, data base creation methods of finding information and research is the backbone of innovation.*

*I need ICT skills for marking on-line and present lectures on-line. Research to be better equipped, Sign Language to communicate with hearing impaired learners, and Agriculture for life skills. These areas should be embedded with ICT skills acquisition.*
ICT, Inclusive Education, Research, Open-Distance and e-learning were not taught effectively when I trained as a teacher.

Technology has overtaken all activities. I would benefit a lot if I had a chance to do ICT.

Computer Science Technology is a need in day to day teaching and learning.

ICT can enable me to work soft copies of research for my students during research supervision.

Curriculum competences, programming, data base creation and analysis, methods of finding information, research are all anchored on ICT.

Bridge the gap by having mandatory in-service programmes at regular intervals in ICT and Research. Most teachers can hardly use a computer to bridge the gap.

ICT keeps educationists abreast with current trends in the system. It makes reading most recent publications easier than looking for hard copies.

Due to the technological development, I believe lecturers should be better equipped with ICT so as to equip their students in turn.

Pre-service and serving teachers are working at loggerheads because they have different competences which need to be closed. There is an ICT gap between pre-service and serving teachers.

ICT, I need to use information technology gadgets-computers, laptops, even cellphone-more efficiently than the level at which I am now.
3.25 Curriculum Issues

Sentiments were expressed by college lecturers pertaining to curriculum issues. These were:

Areas such as V.P.A, Mass Displays, Syllabus Interpretation and the whole Competence Based Curriculum are new. College lecturers were not formally and officially involved. MoPSE did not consider the complexities of teacher education syllabi which are regulated by the DTE. We need the DTE, MoPSE and Higher Education to harmonise this area by sitting together to identify areas that require in-service training. There is a gap.

I need in-service training on the New Curriculum so as to be well equipped with knowledge and skills that in turn will be passed on to the student teachers so that they acquire the knowledge and skills to enable them to implement the New Curriculum.

These subjects—ICT, V.P.A, Agriculture, Mass Display—are in the New Curriculum. So I need to be competent in these subjects. It is difficult for me to interpret the New Syllabi.

The New Syllabi are in line with Education 5.0 and the Competence Based Curriculum. They will enable me to supervise students on Teaching Practice effectively (ICT, Music and PE).

V.P.A, ICT, Agriculture, Mass Displays are part of the New Curriculum. I need in-service training in subject areas found in the New Curriculum.
3.26 Special Educational Needs

Expressions were also made with regards to special educational needs. Some of the selected ones were:

*If we are to go inclusive, we need in-service training in the use of Sign Language so as to be able to communicate with the hearing impaired.*

*Inclusive Education, Sign Language and Braille are important for both teacher educators and student teachers. In schools teachers, both primary and secondary as well as college lecturers require in-service training in these areas.*

*Use of ICT, Inclusive Education, Sign Language, Braille, Open, Distance and e-learning are the areas lecturers need in-service education.*

*To me the areas that require in-service training for college lecturers or some of them, are: Sign Language, ICT, Inclusive Education and Curriculum Issues. Because Sign Language is a language for communication all the lecturers should be conversant in this language for the sole purpose of imparting knowledge to the learners.*

*As far as I am concerned the subjects that need in-service training for college lecturers are: ICT, Curriculum Issues, Sign Language, Open, Distance and e-learning.*

*Sign Language is necessary new kids in the education platform for many teachers who are increasingly have to work with learners needing a skilled teacher in signing. Also Research continues to pause challenges to many college lecturers as it was given little time at college or university level.*
To keep abreast with contemporary technological demands we need ICT. Sign Language caters for learners with hearing impairment and inclusive education demonstrates education in its totality.

With Sign Language, teachers will be able to speak and teach the deaf if they happen to be in one’s class and to use ICT in teaching and learning.

The area of Inclusive Education is about total teaching and learning, but hardly anything is done. Authorities pay lip service to this area. All other subjects can be improved if attention is given to learners with hearing difficulties.

Sign Language is a major requirement in teaching and learning institutions. ICT is the thing these days of technological revolution. Research skills are necessary across the board to me to address national problems and for me to supervise students doing research.

Research is fundamental nowadays and it will help me in guiding students across the board in all subject areas. Sign Language, Inclusive Education and Braille can help in communication, teaching and learning with the disabled.

Inclusive education, Special Educational Needs, Sign Language, whatever names are used, are important because more and more students with such disabilities are enrolling for teacher education but lecturers have no knowledge and skills in these areas.

It is clear from the cited comments that gaps identified by college lecturers revolved around ICT, Special Education Needs and the CBC. In fact, most of the suggested in-service courses rotate around the Competence Based Curriculum interlocked with ICT as the anchor for effective implementation. Subjects such as FAREME, Curriculum Issues, ICT, V.P.A, Syllabus Interpretation and Implementation, Inclusive Education are areas that need to be tackled through in-service education at both primary and secondary teacher
education levels. As far as the Competence Based Curriculum was concerned, further discussions revealed that the main concern was with regards to curriculum conceptualisation, interpretation and strategies for implementation. No syllabus can survive these three pillars of curriculum domain if these are not comprehended. The risk being that there may be cosmetic CBC and yet in terms of implementation, old methods of curriculum implementation would be used. In-service programmes which are well thought out, involving student teachers, college lecturers, qualified primary and secondary teachers would fill these gaps. In some circle this is known as retooling or reskilling.

**3.27 Further Studies**

Information collected from both primary and secondary college lecturers also showed a strong desire to do in-service education at a higher academic levels than they had. This is if it is considered that all the lecturers in the sample had first degrees and the majority had masters’ degrees. These lecturers wanted (still 2020 want) to do masters and or Ph.D. degrees respectively. One lecturer wrote:

> Both teachers and lecturers want to do further studies in different areas. But we do not have funds. Pre-service teacher education programmes are very expensive and not in the reach of lecturers and teachers. There is need for teacher education funding.

The need for further academic and professional studies is definitely there among teachers’ college lecturers. One wonders whether this would be a gap that requires in-service intervention within the context of this study.
3.28 Other Comments

In the final section of the questionnaire used to collect information, college lecturers were requested to write down any information they wanted with regards to gaps that might exist in pre- and in-service teacher education. As a matter of fact, almost all the respondents wrote something in the last section of the instrument. Some of the comments selected for illustrations were:

*In-service training is important as new ways of teaching subjects are coming up e.g. the updated Curriculum;*

*To align Higher and Tertiary Education, subjects done at college with those done in schools requires in-service teacher education;*

*In-service teacher education is effective for upgrading staff and equips them with relevant and appropriate skills;*

*In-service teacher education is important for staff development in the new Curriculum and Education 5.0;*

*College lecturers are not comfortable with the Competence Based (CBC) Curriculum, so they need in-service teacher education;*

*Pre- and in-service training should be informed by innovations and changes in the Ministry of Primary and Secondary Education;*  
*Mentors should be empowered to effectively supervise student teachers and be included in in-service training. We also need subject specialization;*

*There must be subject specialisation at pre-service training level so that there is improvement for learners;*
Teacher Education is the pillar for all education in the country if not the whole world. Induction workshops and supervision must be conducted regularly for updating of lecturers, teachers and school heads through in-service programmes;

Timetable for students at college should be infused so that students get more time for research and widen their knowledge on important issues such as Educational Foundations and Applied subjects;

Lecturers should be equipped with CBC learning areas so as to teach students relevant information;

More emphasis should be put on inclusive Education, ICT, Sign Language and Indigenous Languages since most of the teachers and lecturers did not get the chance to be trained in these areas;

Areas taught to train at college should tally with what is offered in the schools. In-service education should be employed to realise this;

There is need to train teachers on continuous assessment on subjects taught at primary school level;

There are inadequate resources for pre- and in-service teacher education. There should be relevant subjects between teacher education and school curriculum;

Pre- and in-service programmes should focus on Research, ICT, Heritage Studies, Sign Language, Open, Distance and e-learning and practical subjects;

There is need to align the current curriculum in schools with subjects taught at colleges;
Teacher training curriculum in primary schools is very congested although relevant. Training colleges should adopt specialisation so as to improve standards and solve the issue of curriculum congestion. A teacher should concentrate on teaching at least for (4) subjects at primary school level. There are inadequate resources for pre-and in-service programmes. In-service training should focus on research, ICT, Heritage, Sign Language, Open and Distance Education and practical subjects.

During pre-service training, research skills must be given more attention. ICT is required for in-service teachers. Some old teachers did not get ICT skills during training;

Specialisation is the essence in teacher education. A jack of all trades approach is a master of none. There are too many subjects at primary school level. Let the primary teachers specialise;

Primary teachers are teaching too many subjects. Subject specialisation is advised;

In-service courses should be mounted to equip both teachers and lecturers with requisite skills and knowledge demanded by the Competence Based Curriculum and in line with global trends;

In-service teacher education should be held at regular intervals say 5 years to equip qualified teachers with new trends in education;

Ubuntu/Unhu syllabus interpretation and Research should be enhanced through in-service teacher education; and

There is no coordination in the implementation of the CBC. Lecturers were not consulted about the CBC. Teachers in schools were not adequately inducted in conceptualisation, interpretation and implementation of the CBC.
This means the student teacher is vulnerable to effectively put into practice the CBC.

The above quotations are self-explanatory. The need for in-service teacher education was overwhelming.

3.29 In-service Courses Period

Lecturers at colleges of education gave information that showed that they wanted in-service courses which were a combination of short, medium and long term. This of course depends on the type of in-service courses that would have been identified.

3.30 Summary Observations

Respondents from whom information was solicited consisted of primary and secondary student teachers, primary and secondary teachers’ college lecturers. The methods used in data collection were qualitative and quantitative. These combined methods were used to collect information from all the participants. Additionally, formal, informal and group discussion were held. Documented data was also part of the methodology. Face to face interviews were also employed. To synthesise the exercise a pilot study was done. This was to test the instruments, and establish possible emerging patterns. The pilot study assisted in ameliorating possible challenges. For this chapter, concentration was focused on pre-service and in-service teacher education. This gathered data from student teachers and college lecturers. These are primary and secondary in both cases. The main results obtained were:

The need for in-service teacher education was overwhelming. In-service Teacher Education was needed among the lecturers. This was short, medium and long term. For medium to long term in-service education, lecturers bemoaned lack of funding. They requested assistance so that they could do
masters and doctoral degrees. Specific areas that require college lecturers’ in-service training that is gap were identified as:

ICT: These covered computer studies, computer Science, with specific reference to their application to teaching and learning in all subject areas whether primary or secondary schools, and or primary and secondary teacher education. ICTs were regarded as swords to be used to fight educational anomalies across the whole spectrum of education.

Competence Based Curriculum: Challenges in the implementation of the Competence Based Curriculum also came under the spotlight. Curriculum Issues, V.P.A, Mass Displays, Agriculture Syllabus, Interpretation, Open, Distance and e-learning. Educational Technology subjects especially at primary and some secondary teachers’ colleges were mentioned as gaps requiring in-service training among the lecturers.

Special Educational Needs: This covered, Inclusive Education, Sign Language and Braille were the third category of gaps requiring in-service training for college of education lecturing staff.

3.31 Conclusion

Strong sentiments were expressed. These sentiments were verbal, and written. We believe they were genuine. They would be taken into consideration within the context of information collected from other respondents. The next group of respondents were primary teachers.
CHAPTER FOUR

IN-SERVICE EDUCATION FOR PRIMARY TEACHERS

4.0 Introduction

In the previous chapter we examined in-service education at pre-service level. This chapter looks at continuous teacher professional development for primary teachers. It involves identification of possible professional and academic gaps that might require intervention through in-service education.

4.1 Responsible Authority

The responsible authorities of primary teachers who took part or from whom information was collected are contained in Table 4.1.

Table 4.1: Analysis by Responsible Authorities

<table>
<thead>
<tr>
<th>Authority</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>532</td>
<td>31.0</td>
</tr>
<tr>
<td>Rural District Councils</td>
<td>981</td>
<td>57.0</td>
</tr>
<tr>
<td>Urban Councils</td>
<td>75</td>
<td>4.3</td>
</tr>
<tr>
<td>Church</td>
<td>125</td>
<td>7.3</td>
</tr>
<tr>
<td>Trust</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1720</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Information contained in Table 4.1 shows that the majority of primary teachers in the sample taught at rural district council schools followed by those at Government primary schools. Concentration of participating schools in this study was Masvingo and Mashonaland Central provinces. These two provinces are basically rural. Even in the country as a whole the majority of primary schools are run by rural district councils. These results should be reflective of the situation in the country as a whole.

Primary schools in Zimbabwe are categorised as P1, P2, and P3. Table 4.2 presents analysed results according to these categories.
Table 4.2: Primary Teachers analysed according to School Category

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>204</td>
<td>11.8</td>
</tr>
<tr>
<td>P2</td>
<td>328</td>
<td>19.1</td>
</tr>
<tr>
<td>P3</td>
<td>1188</td>
<td>69.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1720</td>
<td>100.0</td>
</tr>
</tbody>
</table>

P1 and P2 schools are basically urban while P3 are rural based under either district councils or churches as responsible authorities. Hence a relationship between responsible authorities and school categories.

4.2 School Location

School locations were divided according to large urban areas, small urban areas and rural areas (Table 4.3).

Table 4.3: Results Analysed according to School Location

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Urban Area</td>
<td>507</td>
<td>29.4</td>
</tr>
<tr>
<td>Small Urban Area</td>
<td>100</td>
<td>5.8</td>
</tr>
<tr>
<td>Rural Area</td>
<td>1113</td>
<td>64.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1720</td>
<td>100.0</td>
</tr>
</tbody>
</table>

School location closely followed responsible authorities in that rural located schools tend to be under rural district councils while those in urban areas are largely Government run, with a smaller number under urban councils.

4.3 Gender

Results were also analysed according to the gender of the respondents (Table 4.4).
Table 4.4: Analysis by Gender

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>705</td>
<td>41.0</td>
</tr>
<tr>
<td>Female</td>
<td>1015</td>
<td>59.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1720</td>
<td>100</td>
</tr>
</tbody>
</table>

Results in Table 4.4 indicate that in the sample, there were more female than male primary teachers. This is consistent with results obtained under the pilot study, as well as results from student teachers at colleges of education. In Zimbabwe it would seem teaching is becoming a female dominated profession.

4.4 Age

Age is an important factor in any profession. More so, when considering possible teacher in-service development (Table 4.5).

Table 4.5: Analysis by Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25 years</td>
<td>52</td>
<td>3.0</td>
</tr>
<tr>
<td>26-30 years</td>
<td>210</td>
<td>12.2</td>
</tr>
<tr>
<td>31-35 years</td>
<td>350</td>
<td>20.3</td>
</tr>
<tr>
<td>36-40 years</td>
<td>383</td>
<td>22.2</td>
</tr>
<tr>
<td>41-45 years</td>
<td>372</td>
<td>21.6</td>
</tr>
<tr>
<td>46 years and above</td>
<td>353</td>
<td>20.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1720</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The statistical analysis based on the ages of the participants reveals that the primary teaching force is in the middle ages. That is forty-five years and below. Those who are forty-six years and above constitute 20.5 percent of the respondents. The conclusion or observation to be made is that this cohort of primary teachers can undergo continuous professional development since they still have some years to spend in the service. Having said that, it is important to note that the young teachers joining the teaching profession after qualifying from college seems to be relatively and comparatively few. Up to the age of
thirty-five years, they constitute 35.5 percent of the primary teaching force. This is not because there are no qualified primary teachers. They are there. But they are not being engaged. Among them, are teachers who were not exposed to the New Curriculum. That being the case, when they are employed, they would have been out of schools for some time. They too would require continuous teacher development or retooling because they would have been out of touch with teaching and learning. This gap needs filling up.

4.5 Highest Academic Qualifications

Academic qualifications matter (Table 4.6). That is why it was necessary to solicit information on this variable from primary teachers in the sample.

Table 4.6: Analysis by Academic Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O' Levels</td>
<td>1720</td>
<td>100.0</td>
</tr>
<tr>
<td>&quot;A&quot; Levels</td>
<td>63</td>
<td>3.6</td>
</tr>
<tr>
<td>BA/BSc</td>
<td>24</td>
<td>1.4</td>
</tr>
<tr>
<td>MA/MSc</td>
<td>29</td>
<td>1.6</td>
</tr>
<tr>
<td>Others</td>
<td>10</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1846</strong></td>
<td></td>
</tr>
</tbody>
</table>

All the respondents in the sample had at least 5 “O” level qualifications. Out of this sample there were some who had “A” levels, 63 (3.6 percent), first degrees, 24 (1.4 percent), masters’ degrees, 29 (1.6 percent) and other qualifications. In short all the teachers in the sample met the minimum academic qualifications needed to train as a teacher. However, there were some who did not have science and mathematics.

4.6 Quality of "O" levels

It was felt necessary to determine the quality and quantity of the 'O' level subjects these primary teachers possessed. This is because while the requirement to train as a primary school teacher was and still is (2020) 5 “O”
levels including English, Science and Mathematics, further policy stipulations by both ministries of education was that the student teacher would also need to have two African languages. In this investigation the aim was to try and establish “O’ levels which primary teachers had against the subjects these same teachers taught, (Table 4.7). Questionnaires were randomly selected to determine the number of subjects done at “O’ level and the number of subjects being taught by primary teachers. From the information contained in Table 4.7, the number of subjects required to train as primary school teachers is less than the number of subjects these teachers teach in primary schools. There is a gap between subjects required to train as primary teachers and subjects these teachers teach.

**Table 4.7: Number of subjects done at “O” level compared to subjects taught in Primary schools**

<table>
<thead>
<tr>
<th>1 No. of subjects done at “O” level</th>
<th>2 No. of subjects Taught in schools</th>
<th>1 No. of subjects done at “O” level</th>
<th>2 No. of subjects taught</th>
<th>1 No. of subjects done at “O” level</th>
<th>2 No. of subjects Taught</th>
<th>1 No. of subjects done at “O” level</th>
<th>2 No of subjects Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 11 6 8 7 10 9 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 11 9 8 6 12 5 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 12 8 10 6 12 10 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 9 5 9 5 12 8 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 11 7 10 7 8 8 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 9 5 12 6 11 6 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 11 6 12 7 8 6 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 12 7 9 6 11 6 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 11 7 12 8 11 7 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 12 6 10 6 11 7 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 8 8 7 10 8 6 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 6 7 12 7 12 6 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 12 7 8 5 8 8 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>5</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td>11</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>6</td>
<td>11</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>12</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>6</td>
<td>13</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>6</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>11</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>6</td>
<td>11</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

98
<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>6</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>6</td>
<td>11</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Primary teachers are expected to teach all the subjects on offer at that level. The majority of these teachers teach subjects they would not have done at "O"
level. The situation becomes worse with the introduction of the New Curriculum. The majority of primary teachers stated that they did their “O” levels and trained as teachers when some of the subjects such as ICT, V.P.A, Music, FAREME, Art and Design, Agriculture among others were not being offered. Requesting primary teachers to teach subjects whose content they do not have, is like employing unqualified teachers in those areas. This compromises teacher quality which is off-loaded to the pupils. Not surprisingly, pupils shun doing certain subjects because such subjects are taught by primary teachers who lack knowledge and skills in those subjects. One size fits all does not work.

If 5 (“O” levels are going to be insisted on as entry requirements into primary teachers’ colleges, there is need for introspection by both ministries of education. Elsewhere (Curriculum Harmonisation 2018 and Strategies for the Implementation of Teacher Education and School Curriculum Harmonisation in Zimbabwe), it was recommended and agreed upon in principle to allow student teachers and primary teachers to specialise to teach say four subjects up to Grade Seven. That would close this gap.

4.7 Experience

Information was collected with regards to the experience of the respondents (Table 4.8).

Table 4.8: Analysis by Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>116</td>
<td>6.7</td>
</tr>
<tr>
<td>6-10 years</td>
<td>269</td>
<td>15.6</td>
</tr>
<tr>
<td>11-15 years</td>
<td>438</td>
<td>25.4</td>
</tr>
<tr>
<td>16-21 years</td>
<td>420</td>
<td>24.4</td>
</tr>
<tr>
<td>22-26 years</td>
<td>270</td>
<td>15.6</td>
</tr>
<tr>
<td>27 years and above</td>
<td>207</td>
<td>12.0</td>
</tr>
</tbody>
</table>
A comparative analysis between the respondents’ age and experience profiles seems to tally or agree. The bulk of the experience of the sampled primary teachers indicates that these teachers are within 6-21 years of experience. Which means they can still benefit from in-service programmes they may want to do. Of course this also depends on the type and duration of such programmes.

### 4.8 In-service courses done

Information was collected from primary teachers with regards to in-service courses they may have attended in the past five years. The results were:

Non-attended-: 1376 (80.0 percent) and

Attended: 344 (20.0 percent).

According to the results, the majority of the respondents had not done in-service courses in the past five years. Those who did some in-service courses indicated that among the courses they did were: on the CBC, Flap, health and life skills, curriculum interpretation, assistive technology, ECD combination applied areas among a few others. Respondents indicated that these in-service courses were short term courses. One respondent summed it by saying:

> The in-service courses we did were not effective. They lasted for a few days 2-3 days. Those chosen to attend are the same people who are favoured by the heads, DSIs, etc. They do not share their knowledge with the rest of the teachers. I suggest that in-service courses be properly structured, last for more than six months at properly designed institutions or clusters so that everyone benefits.

Another primary teacher wrote:
Make a data base for all teachers and make sure teachers get trained individually because school Heads usually send their “bestees” for training, leaving other teachers redundant. Those who are sent rarely give feedback. They keep the information in order to appear more knowledgeable/learned than others.

4.9 In-service Courses Teachers would like to do

Primary teachers were requested to indicate in-service courses they would like to do if they were given a chance. Respondents chose these courses:

ICT, Computer Studies, Computer Science, Diploma in ICDL; Inclusive Education, Sign Language, Braille; Curriculum Issues, Syllabi Interpretation, Competence Based Curriculum; Teacher skills Development, V.P.A, Mass Displays, FAREME, Skills Development, Open, Distance and e-learning, Assessment, Physical Education and Sport, Research, Agriculture, Educational Administration, Monitoring, Evaluation and Supervision. Some technological subjects such as Building Technology were also mentioned. The subject areas which primary teachers wanted to do had a clear pattern. The patterns were:

4.9.1 ICT and ICT related: Computer Studies, Computer Science;
4.9.2 Curriculum related especially the CBC: Curriculum Issues, V.P.A, Mass Displays, Syllabi Interpretation among others as noted above.
4.9.3 Special Educational Needs: Sign Language, Braille, Inclusive Education;
4.9.4 Educational Administrative Areas; and
4.9.5 Technical Vocational Subject Areas.

These findings are in line with a study commissioned by the Ministry of Primary and Secondary Education in 2018 headed by Chinyemba. In their report par 4.4.5:56 they note:

Teachers are crying foul over new learning areas. School heads indicated that the new learning areas present a gap in knowledge
which teachers are supposed to bridge. The Ministry should have provided adequate training in the new learning areas in order to capacitate teachers in this area. There are also additional concepts and topics in some learning areas which are not regarded as new. These additional contents (areas) present a knowledge gap which teachers are grappling with. There is need for this gap filling through in-service training or in-servicing.

On par 4.5.4:63 this report notes:

Teachers expressed that they need training in all areas including methodologies for competence based learning. Teachers expressed that they needed in-service training in Physical Education and Mass Displays, Heritage Studies, Science and Technology and FAREME, Agriculture, Visual and Performing Arts, Family Religion and Moral Education. They also indicated that training on Information Communication Technology required practical demonstrations so that they can handle these new areas. They also indicated that they needed specific area syllabus interpretation to be able to implement the new curriculum smoothly. The teachers also expressed that they needed training in setting tasks, profiling and Continuous Assessment.

The above observations made in 2018 by and large still stand.

4.10 Courses not done at Pre-service level

Probing further, primary teachers were requested to note down courses/subjects/areas they did not do at pre-service training level which they thought could enhance their effectiveness as primary teachers. The same subject areas and the same pattern was maintained. At the cost of repeating ourselves but to emphasise the findings, these patterns were:

4.10.1 ICT;
4.10.2 Curriculum Issues;
4.10.3 Special Educational Needs;
4.10.4 Technical and Vocational Subjects; and
4.10.5 Educational Administration.

4.11 Subjects/Areas done at Pre-service level

Primary teachers were given a list of courses they may have done at pre-service level. They were requested to rate under a rating scale showing “Not covered-1”; “Somewhat covered-2”, “covered-3, “More covered-4”, Most covered-5”. The areas they rated were: research, curriculum issues, skills development, teacher competence, educational administration, supervision, monitoring and evaluation, assessment, ICT skills acquisition, Open-Distance and e-Learning, Sign Language, Braille, Inclusive Education, Computer Studies, Building Technology, Wood Technology, Mechanical Engineering and Technical Graphics, Educational Foundations, Professional Studies, Main Subject (Table 4.9).

Table 4.9: Subject Areas effectively covered during Pre-Service Training by Primary Teachers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Main Study</td>
<td>10500</td>
<td>29.0</td>
<td>110</td>
<td>6.3</td>
<td>1001</td>
<td>58.1</td>
</tr>
<tr>
<td>Research</td>
<td>1430</td>
<td>83.1</td>
<td>300</td>
<td>17.4</td>
<td>10</td>
<td>0.5</td>
</tr>
<tr>
<td>Curriculum</td>
<td>1001</td>
<td>58.1</td>
<td>511</td>
<td>29.7</td>
<td>108</td>
<td>6.2</td>
</tr>
<tr>
<td>Issues</td>
<td>1048</td>
<td>60.9</td>
<td>560</td>
<td>32.5</td>
<td>20</td>
<td>1.0</td>
</tr>
<tr>
<td>Skills</td>
<td>1140</td>
<td>66.2</td>
<td>551</td>
<td>32.0</td>
<td>26</td>
<td>1.5</td>
</tr>
<tr>
<td>development</td>
<td>1140</td>
<td>66.2</td>
<td>551</td>
<td>32.0</td>
<td>26</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher</td>
<td>1140</td>
<td>66.2</td>
<td>551</td>
<td>32.0</td>
<td>26</td>
<td>1.5</td>
</tr>
<tr>
<td>competence</td>
<td>1140</td>
<td>66.2</td>
<td>551</td>
<td>32.0</td>
<td>26</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Results analysed under Table 4.8 show that subject/areas which scored at least 50.0 percent score in terms of effective coverage were:

4.11.1 Educational Foundations;

4.11.2 Professional Studies; and

4.11.3 Main Subject
It should be acknowledged that at primary teacher education level, Professional Studies encompass applied education. This covers teaching subjects. Having noted that, areas that were noted as gaps were: the CBC, curriculum issues, skills development, teacher competence, assessment, ICT skills acquisition, computer studies, Open, Distance and e-learning. Sign Language, Inclusive Education and Braille, Building Technology, Wood Technology, Mechanical Engineering and Technical Graphics were rated as not having been effectively covered when these primary teachers did their pre-service training. These results are in line with results already discussed. Thus, confirming that these are areas that need in-service training for primary teachers.

4.12 Competence Enhancing In-Service courses

In an effort to go deeper into the issue of continuous professional development, information was solicited from primary teachers to choose five areas/subjects/courses that they felt they could do to enhance their competence as primary school teachers if offered in-service courses. The areas chosen by these primary teachers in the sample were repetitions of areas/subjects noted using different methods. As categories these areas could be classified under:

4.12.1 Information Communication Technology-Computer Studies, Computer Science, Open Distance and e-learning, Assistive technology;
4.12.3 Special Education Needs-Sign Language, Braille and Inclusive Education;
4.12.5 Entrepreneurial Subjects-Physical Education and Sport, Music, Art and Design.

4.13 Open Views and Comments

Sentiments were expressed by these primary teachers about in-service programmes. A few have been selected to illustrate feelings held by these
primary teachers. These comments are based on the categories such as ICT, Curriculum Issues and Special Educational needs.

4.13.1 Information Communication Technology (ICT)

We live in a world where one has to be computer literate. I am not computer literate. But most of the teaching these days require that a teacher is computer literate;

I do not have the knowledge of ICT skills;

Technology is changing time after time. I want to keep abreast with ICT technology to teach effectively;

Teachers need to be equipped with ICT skills because most of us have problems in using computer when teaching;

We are in the 21st century and we must be able to use computers for e-learning and ICT skills acquisition;

I am in administration. I need ICT skills to monitor my department and school as a whole;

Computer Studies enhance competence in teaching and learning;

I desperately require ICT skills so that I catch up and apply them in the competence based curriculum;

ICT skills are needed for the digitalisation of the new curriculum;

ICT in-service programme should be done twice per term. This is because every subject should be taught using ICT tools,
I need ICT skills so that I would be able to upgrade myself on competence based curriculum issues;

ICT tools teaching and learning tools are required at primary school level because it would be easier to use since learners will visualise real things happening;

ICT facilitates learning and teaching of learners;

The use of Information and Communication Technology tools in the classroom enhances the teaching and learning of the competence based curriculum. This is across the board, the competence based curriculum calls for the use of ICT in daily teaching/learning;

Computer studies are useful so that primary teachers move in line with technology as it now rules the world;

I need ICT because I have never done it;

ICT is done everywhere and we are in the era of technology;

Primary teachers need ICT so as to fit in the world of technology;

I have no knowledge of ICTs yet I am supposed to teach the subject. This is worse for me because at my school there are no competence and technology;

I have little knowledge of ICT skills and curriculum issues. I need in-service training in these areas;

I did not do ICT at "O" level as well as when I trained as a teacher. So I need in-service education in this area;
I want skills in ICT tools to use in all the competence based curriculum subjects;

ICT knowledge is needed to impart ICT knowledge and skills because I am computer illiterate;

Today, the world is run by computers. So I need to be fully equipped with ICTs so that I will be able to communicate with those I teach including those with hearing impairment;

I would like to study ICTs because the future is in the hands of ICTs;

We are living in the 21st century whereby everyone should be computer literate;

New Curriculum needs someone who is computer literate;

ICT skills acquisition is important so that I am able to use computers to do some research in the new curriculum in areas I am not well versed;

The Competence Based Curriculum is all about being computer literate;

Please give special attention to rural schools on ICT;

ICT in-service training is very important for effective e-learning in schools;

Need in-service training in the use of computers as a teaching and learning tool;

ICT because the new curriculum subjects require computer literacy;
I do not have any knowledge about computers and yet I have to disseminate that information to the learners;

I have less knowledge on ICT. But I am supposed to use and teach it. This is difficult for me. Hence there is need for me to be in-service in ICTs so as to fully be equipped with ICT skills;

Every subject I teach nowadays requires ICT tools;

We are in the 21st century. We must be able to use computers for e-learning and apply them to other subject areas in the curriculum;

Teachers need to be equipped with ICT skills because most of us have problems in using computers;

ICT is important since we are now living in a world of technology;

ICT is the subject most primary teachers run out of ideas when delivering lessons. Most teachers lack basic knowledge. Hence; the need for in-service training in this area; and

ICT is important. Currently I am facing difficulties in teaching the subject. I want to be abreast of the prevailing technological trends in the global village.

4.13.2 Competence Based Curriculum/Curriculum Issues

Comments were made by primary teachers with regards to curriculum issues. These were particularly centred on the CBC:

We need in-service training in Computer Studies, Sign Language, ICT skills, Inclusive education, braille since these learning areas are in line with the new curriculum;
Equipping teachers with more information on the New Curriculum;

Primary teachers urgently need in-service training in subject areas such as curriculum issues, sign language, visual and performing arts, computer studies, braille, mass displays and inclusive education;

I am not competent to teach sign language, visual and performing arts, braille, computer studies, heritage studies and physical education and sports;

Primary teacher is supposed to be knowledgeable about issues such as curriculum issues, assessment, ICT skills, inclusive education, skills development, research, e-learning. Most of these areas are new. We did not do these areas at high school and at college. We are not competent in these areas. The Ministry should be serious in in-service programmes which they should fund;

ICT skills, Open, distance and e-learning, computer studies, sign language, technical graphics are some of the areas I would like to do under in-service training given a chance;

I would like to do the following: 1. Curriculum Issues, 2. Skills development, 3. ICT skills acquisition, 4. Computer Studies, 5. Assessment;

Do you want to offer in-service education? I want to be considered for these areas: Curriculum Issues, Open, Distance and e-learning, Computer studies, ICT skills acquisition and inclusive education;

Thorough in-service training on the new curriculum;

We are finding it very difficult to teach the new curriculum. We lack knowledge on subject such as PE, Mass Displays, V.P.A, ICT and Science. We did not do these subjects at high schools and colleges;
Subjects such as V.P.A, FAREME, Mass Displays, PE, and ICT are difficult for me to teach a lack of knowledge about them;

More in-service courses are needed so as to improve the teachers’ competence in skills development, curriculum studies, continuous assessment, ICT, e-learning among others. The short 2-3 days’ workshops we received were not effective;

As the new curriculum has been introduced, we need more information on the new subjects and literature;

There is need for new curriculum workshops to boost teacher educators on the new subject areas;

Well organised medium to long term in-service courses are required for primary teachers in areas such curriculum issues, computer studies, teacher competence, teacher professionalism, education monitoring and ICT skills acquisition;

Primary teachers must be in-serviced in all new curriculum subjects;

We need in-service training in sign language, computer studies, technical graphics, ICT skills and mechanical engineering;

Careful considerations should be given to train the primary teachers as some of the subjects the teachers are teaching were not done during their training period. Examples of these subjects are ICT, agriculture, V.P.A, heritage studies and PE;

Primary teachers require in-service in subjects such as PE, V.P.A, Music, Braille, Science and FAREME because they are now having taught compared to the time when we trained;
I did not do agriculture, ICT, PE, Heritage studies and P.V.A during training and at high school. And yet I must teach these subjects. I did not have the content. So I need in-service training;

When new ideas are implemented they should be in-service training to make them effective;

The New Curriculum has study areas such as computer studies, inclusive education, curriculum issues, ICT skills acquisition, among others that the majority of primary teachers did not do these subjects at high school and college. In-service training is the only option;

I have challenges when teaching ICT, heritage studies, FAREME, Sign Language among others. I need in-service training for me to operate effectively;

Primary teachers need a lot of in-service training in these subjects so that they carefully are equipped for their work, ICT skills, competence in the curriculum, e-learning, teacher professionalism, braille, heritage studies, V.P.A, FAREME;

We are in the 21st century. We must be able to use computers for e-learning and ICT skills acquisition and application;

More workshops should be carried out in regards to the New Curriculum so as to impart knowledge all the teachers;

I need in-service training in the competence based curriculum so that I am able to upgrade myself;

The teaching of Visual and Performing Arts, Mass Displays, incorporating ICT tools in teaching and learning, computer literacy and PE should be at the course of in-service training;
Curriculum interpretation, competence based curriculum use of information and communication technology tools in the classroom. The competence based curriculum calls for the use of ICT in daily teaching and learning;

We urgently need thorough induction in Visual and Performing Arts, Mass Displays, ICT tools, Computers through in-service training where participants will be awarded certificates of attendance;

In-service course on V.P.A, Mass Displays, PE, heritage studies, agriculture, should be done as a matter of urgency because these are some of the topic that we find difficult to teach. Also do not have textbooks that have enough information on these areas;

I have never been trained to teach PE, V.P.A, Mass Displays, heritage studies, ICT, Sign Language, Braille and inclusive education. Properly organised in-service programmes should cover these areas equip facilitators with enough information and resources on how to teach new competence based curriculum;

In-service training to be done more regularly and well supervised in relevant areas such as skills development, teacher professionalism, inclusive education, sign language, computer studies and teacher competence;

In-service training can help individuals with up to date information in areas such as curriculum issues, skills development, assessment, ICT skills acquisitions, sign language, inclusive education and computer studies;

I would like to be in-serviced in ICT, V.P.A, Visual and Performing Arts so that I will be able to teach these subjects effectively.

I would like to have knowledge on mass displays, ICT, V.P.A, inclusive education, PE, technical graphics so that I am understand them to teach
pupils more effectively. Also provide textbooks and media so that us teachers can use them during lesson deliveries;

In-service training should be done in ICT, V.P.A, Mass displays, PE. I would like to have good mastery of concepts so that I could deliver lessons in teachable units for learners to grasp concepts;

Primary teachers should be given the opportunity to specialise in same learning areas since no one is good in all the eleven learning areas;

I desperately would like to be in-serviced in PE, ICT, Visual and Performing Arts, Mass displays and Inclusive education. I want to know how these subjects are supposed to be delivered. This is because I never did these subjects at high schools and college. This will enable me to deliver lessons effectively which will benefit the learners;

Teachers should upgrade themselves and also be encouraged to do courses find in the new curriculum such as information curriculum and technology, sign language, visual and performing arts, Braille, inclusive education. Most teachers did not do these subjects at schools and at college;

I want in-service training to be carried out in ICT skills acquisition, Sign Language, Inclusive education, Computer Studies and Curriculum Issues;

I wish the Ministry of Primary and Secondary Education could revisit areas such as Visual and Performing Arts, Mass Displays, Inclusive education, Sign Language, ICT skills acquisition, computer studies, and curriculum Issues with a view to in-service teachers. The orientation sessions in the new curriculum were too brief 2-3 days to be effective;

Lack of resources for the New Curriculum is in hindrance. Also some of us did not do subjects contained in the New Curriculum at College;
There are eleven learning areas at primary level. Several subjects in these areas are new. I did not do them at college and at high schools. There is need for special subject specialization. I cannot be effective in teaching the eleven learning areas;

I need training in Mass Displays and Physical Education. I feel did not have much training in that field at college. I am also expected to teach agriculture, FAREME, V.P.A, and Mass Displays. I did not do these subjects at college;

Would want to study subjects. I am currently teaching which I have not done at "O" level and at college. These subjects are V.P.A, PE, ICT, Mass Displays and Heritage Studies;

Training in the teaching of ICT, Sign Language, Mass Display, Physical Education, Inclusive Education. I feel not much was covered in these areas during my training period at college;

We need in-service training on the Competency Based Curriculum, Syllabus Interpretation and PLAP. Also ICT skills Acquisition, Open Distance and e-learning, Sign Language and Inclusive Educational;

Once the curriculum changed, in-service training should be done to boost teacher competence;

In-service training is required in Curriculum Issues, Skills Development, ICT skills, Open Distance and e-learning and Inclusive Education;

The teaching of learning areas in the updated curriculum should be done under in-service training. Areas such as ICT, V.P.A, MD, PE and G & C as well as syllabus interpretation. Government to provide material and funding of these courses to enable teachers across to information;
Computer Studies, Inclusive Education, Braille, Sign Language, Building Technology, Mechanical Engineering, Technical Graphics and Wood Technology should be considered for in-service training;

With this Competency Based Curriculum, In-service training is desperately needed. Critical under the Competence Based Curriculum are: Syllabus Interpretation, ICT, e-learning, Sign Language, Braille, Building Technology and Teacher Graphics. Teachers do not have enough knowledge of these learning areas;

We need training in ICT skills acquisition, Open Distance and e-learning, Computer Studies, Sign Language and Mechanical Engineering;

We require in-service training in Infant Assistive Technology. This is important so that we have knowledge on how to deal with different learned experience in all areas of their lives;

In-service training is needed in ICT, V.P.A, MD, PE, G & C, ERS and Syllabus Interpretation. I did not do these subjects at "O" level or college and finding it difficult to teach them. Provision of resources is also important in these areas;

Effective training is required on the curriculum issues both at primary and secondary level especially the New Curriculum introduced in schools. Holding workshops for only 2 to 3 days does not boost teachers for effectiveness. Only top Ministry officials such as PED, DSI, and Education Officers benefit from workshops unlike teachers at the grassroots. Yet these top officials do not teach. Hence the New Curriculum remains ineffective;

I only did a 3-day workshop on Competence Based Curriculum for the primary level. This 3-day workshop did not make me effective in implementing the New Curriculum;
Where do I train and how long does it take? I want to be in-serviced in V.P.A, PE, FAREME, Heritage, Agriculture etc. but I have no clue how this is done. I want these subjects so that I can be competent in teaching these subjects;

Please I want training in the teaching of V.P.A, Agriculture, ICT, Science and Technology, Research. I want to be able to carry out classroom based Action Research. Please arrange such in-service training as soon as possible because we need it as like yesterday;

We need training in V.P.A, Physical Education and Sport, Visual and Performing Arts, Mass Displays, Family Religion and Moral Education, Agriculture and Guidance and Counselling;
Training in teaching Mass Displays, ICT, Inclusive Education, Physical Education, Braille, Sign Language. I feel I did not have much training in these areas at college;

I need training in teaching V.P.A, FAREME, Science and Technical, Agriculture and ICT;

I want these to enhance my competence and chose the knowledge gap;

I kindly need to know where I can get help to do in-service course in PE, V.P.A, ICT, Agriculture and Heritage Studies. So that I can develop positive attitudes in teaching all these subjects;

I want in-service training to enable the teacher to be able to teach these subjects: Visual and Performing Arts, Physical Education and Sports, Mass Displays, Agriculture, FAREME, Guidance and Counselling and ICT;

I have knowledge gaps in content in these subjects: FAREME, Heritage, V.P.A, ICT and Inclusive Education;
In-service training in teaching V.P.A, Agriculture, FAREME, Science and Technology, ICT and Inclusive Education;

ICT, Sign Language, Braille, ICT skills, Curriculum Issues and Inclusive Education are the areas that require in-service education;

I need to bridge the competence gap in ICT, Open, Distance and e-learning, Sign Language, Braille, and Inclusive Education;

In-service education should include ICT as a teaching tool, FAREME, Physical Education, Heritage Studies, Mass Displays, Agriculture and Inclusive Education. Never had a chance to practice teaching these subjects at college and in schools;

I want to acquire skills and knowledge in order to be competent in ICT, V.P.A, Mass displays, PE, Guidance and Counseling and Inclusive Education;

In-service in teaching V.P.A, PE, Mass Displays, ICT, FAREME, and Competence Based Curriculum which have some terminologies which I do not understand;

I do not have/lack knowledge about syllabus interpretation, V.P.A, Mass Display, ICT, Special Education, Sign Language and Research;

We need in-service programmes that should be conducted regularly on the New Curriculum to cover ICT, Guidance and Counselling, V.P.A, Sign Language;

I want to be well versed in the Competence Based Curriculum in the Competence Based Curriculum in V.P.A, Guidance and Counselling, FAREME, ICT, Science and Technology, e-learning, Braille, Sign Language, Inclusive
Education and Computer Studies. Most primary school teachers need a lot of In-service training to meet the demands of the Competence Based Curriculum;

ICT skills acquisition, Inclusive Education, Sign Language, Teacher Competence, teacher professional standards, curriculum issues. ICT training is very important for effective e-learning in schools;

Provide workshops for in-service training in Braille, Computer Studies, ICT skills acquisition, assessment, syllabus interpretation and inclusive education;

In-service training is very important because it upgrades our teaching profession. Currently we need training in teacher competence, skills development, research, curriculum issues and assessment;

Please advise. Where can I get loans to upgrade myself in Curriculum issues, ICT, Sign Language, Braille, and Inclusive education;

I want in-service training that includes subjects to do with the New Curriculum such as ICT, Computer Studies, e-learning, Braille, FAREME, and PVA etc;

In-service training should be curriculum based to enhance teacher competence;

I did not do the following subjects at “O” level. I think it’s of great use to having in-service in these subjects-ICT, Sign Language, Braille, Computer Studies, Open, Distance and e-learning, PE, PVA, Mass Displays;

We have slim chances to be send by the schools to do in-service training. Therefore, we need funding for in-service programmes such as Sign Language, Curriculum Issues, Assessment, Computer Studies, Research, Mass displays
and Visual and Performing Arts. I do not know how you can assist to be considered for such programmes;

Workshops on new learning areas like VPA, PESMD, ICT, Inclusive Education, Skills development, Open, Distance and e-learning and Sign Language will help a lot;

Agriculture, G & C, Science and Technology, Mass Displays, Research, Computer Studies which are new subjects and pool from the updated curriculum;
Course to do with Physical Education, Mass displays, Visual and Performing Arts, Information and Curriculum Technology, Heritage Studies and PEMD are crucial areas that demand knowledge from the facilitators. Also teacher competence and teacher professional standards;

Facilitators ought to be experts and training programmes should be adequately funded not to burden participants. We need development in expertise for ICT skills, Curriculum Issues, Assessment, Inclusive education, Sign Language, Braille, and inclusive education. These are important so that we keep abreast with the demands of the CBC;

There is need for in-service training whenever the curriculum is changes in order to improve teacher competency. I have not been trained in ICT, Visual performing arts, Mass Display. I have not been trained in teaching these areas;

I have not had any training in these subjects: ICT, Mass Display, Physical Education, Sign Language, V.P.A, Science and Technology, Sign Language, Braille among others;

For enhancement of teacher competency in-service training should be done regularly especially in new areas such as curriculum issues, ICT, assessment and teacher competence;
We desperately need training in Curriculum issues, ICT skills acquisition, Sign Language, Inclusive Education, Open, Distance and e-learning; and

I would like to do in-service training but I cannot afford because I am poorly paid. Areas such as physical education, computers, guidance and counselling, Visual and performing arts and agriculture need in-service education because I did not have content in these subject areas.

4.13.3 Inclusive Education

There were sentiments expressed by primary teachers with regards to Inclusive Education or Special Needs Education. Items covered under this cluster included: Sign Language, Hearing Impairment, Braille.

*We have children who are deaf and dump and we cannot help them.*

*I need skills in handling children with various disabilities.*

*Would like in-service training to do work with children with special needs.*

*Sign Language because I did not do it at college and yet these are children with hearing impairment.*

*Inclusive Education since I feel nothing was covered in this area during my training at college.*

*To be inclusive to all facilitators. But I do not know how this is done.*

*Special needs education is required to cater for children with special needs who are left idle in the community.*
I need in-service training in Inclusive Education because the Government is insisting that all learners should have inclusive education as well as e-learning.

Includes languages for those with hearing problems as well as Braille so as to fulfill the aim of inclusion education.

Training should be carried out in Braille, Sign Language under Inclusive Education.

4.14 Need for In-Service Training

In the last section of the questionnaire, primary teachers were requested to write down any information they liked with regards to in-service training. The overwhelming majority of participants stressed on the need for in-service training. Here are some of their views:

In-service training should be taken as a bridge to help teachers on the ground not as a chance for those in top positions to fleece the donors and milk them of their money as in most cases the money is diverted to the officials’ pockets and the workshops are reduced to a one day sessions which leave the teacher raw and empty. One, two, three day workshops are a waste of money since these do not make participants effective.

In-service training should be done at local level to minimize transport cost. It is (in-service training) should be done at local level as it is costly for teachers to move up and down out of their pockets.

In-service courses are required to improve teacher competence.

Facilitators must go for in-service training every now and then to keep them effective.
Circulars regarding in-service training should reach teachers so that they know when and where the training is held.

I am willing to do in-service training but got no funds to pursue because we are underpaid.

In-service training should be given adequate time. Trainers should be well versed in the area. Some trainers are ignorant of what they are supported to teach.

In-service training must be done free of charge.

In-service training should be taken as a holistic approach not these fly-ins meant to fleece down of their money. It should cease to be on day workshop where the importance is placed on attendance for the sake of it, instead of capacitating the teachers for them to deliver.

It should cover the whole country using open distance and e-learning.

To be done frequently to reach all teacher to be decentralized to cluster and schools.

In-service training should be done on a regular basis so as to equip teachers with current information.

In-service training enhances competence to primary school teacher in skills development, teacher competence and assessment.

In-service training courses should have enough time and adequate information on how to teach subjects such as VPA, Mass Displays and Physical Education.
Teachers should go for in-service training after every five years in order for them to be competent enough.

We are in need of in-service training so that we boost on effectiveness as primary school teachers so that we produce learners with various skills.

Funds for in-service training should go directly to the classroom practitioners to get the best from them. These funds should benefit the right people not top officials.

In-service courses to be done regularly so that the facilitators are not left behind and the learners should be taught by specialised for each learning area. The Ministry should introduce specialisation. Facilitators cannot know everything.

Facilitators need to be given study leave and sponsorship in order to undergo in-service training. Also give notches to those with extra skills and qualifications.

In-service training should be done on yearly basis to equip the teacher with new skills.

In-service training should be mandatory and compulsory in order to keep every teacher abreast with current trends.

The education system must plan effective in-service training courses on the updated curriculum that are informative in relation to the new subjects introduced in the updated curriculum.

Most teachers want to enhance their teaching skills with in-service training but are not able to so due to money.

Should increase number of times people are to attend the courses which the Government will be sponsoring.
In-service training is helpful and should be done by all teachers to improve efficiency and enhancing and moving with technology.

In-service courses should be done regularly in order to avoid professional decay.
We need regular in-service training to be done regularly to improve teacher competency.

In-service should be done at least once in every five years to improve teacher effectiveness.

Government should find in-service programmes for teacher every five years.

The Ministry should conduct thorough in-service training for teachers who have been in service for quite some time, not just to pilot with a small group.

With this New Curriculum, a lot of workshops and training is really needed.

In-Service training helps to upgrade teachers’ effectiveness in delivering lessons and the conducting of all their duties.

Teachers should be given by the Government so that they can be able to do in-service training.

In-service education is not being taken seriously in our country i.e. funds should be available for those who want to go to do it. Leave is not given even to teachers who want to upgrade themselves. We are told to do courses during school holidays on a part time basis. This too is not effective compared to full time in-service training.

In-service training is a must. It must be done consistently in schools to keep abreast with current issues in the teaching fraternity.
4.15 Practical Subjects

Primary teachers made comments with regards to so called practical subjects. These were:

Something should be done regarding practical subjects such as wood technology, technical graphics, and mechanical engineering. These subject areas, though in the New Curriculum are not offered at most primary schools;

Wood technology, mechanical engineering and technical graphics should be done at primary school level. Teachers should be in-serviced to teach these subjects;

More practical subjects should be added into the curriculum at primary school level;

We need practical subjects at primary level;
Practical subjects that would help pupils to have practical skills are needed. Our pupils have theory knowledge only. I think they need practical skills for this country to develop; and

Introduce more practical subjects. More practical “hands on” skills are important not theory, theory and theory.

4.16 Summary Observations

An attempt was made to use a variety of approaches and methods to get information from primary teachers in the sample. These methods included closed ended, open-ended as well as formal and informal discussions. The results obtained were the same. At times these results were repetitive. What was obtained in terms of areas that require in-service training was clear. These results were:
In-service primary teacher education should start at entry point when candidates train as primary teachers. Entry requirements to train as primary teachers are not in tandem with the subjects that primary teachers teach when they qualify. The subjects primary teachers teach, are more than the subjects these primary teachers hold when they are admitted into teachers colleges. There is a mis-match gap. They teach all the primary subjects on offer yet they do not have some of these subjects at ‘O” level. One size fits all, does not work. Primary teachers should specialise. Both education ministries should seriously introspect on this issue.

Subject areas in which in-service programmes should be mounted were well articulated. These were well demarcated. These were:

- **ICT related:** Computer Science, Computer Studies, Open, Distance and e-learning and Assistive Technology;
- **Curriculum Issues:** The Competence Based Curriculum, Syllabus Interpretation, VPA, Mass Displays, Assessment, Agriculture etc.
- **Entrepreneurial Subjects:** Physical Education, and Sport, Music, Art and Design.

Primary teachers advocated for well-structured in-service courses which involve the majority of these teachers as opposed to concentration on the same people who attend these short courses. They also wanted medium to long term courses to do degrees to upgrade themselves with funding from the Government.

### 4.17 Conclusion

Information with regards to which in-service programmes can be instituted for primary serving teachers was well articulated. Strong sentiments were expressed. What remains is to come up with an action plan to put into practice what was put forward by these primary teachers. The next chapter looks at information collected from secondary teachers.
CHAPTER FIVE

IN-SERVICE EDUCATION FOR SECONDARY TEACHERS

5.0 Introduction

In the previous two chapters, the discussion centred on in-service education for pre-service teacher education and for primary teachers. In this chapter information collected from secondary teachers is analysed. This information was collected from all the provinces covering government, rural district councils, urban councils, church, S1, S2, S3, large small, urban and rural secondary schools. Variables such as gender, age, academic and professional qualifications were also taken into consideration.

5.1 Responsible Authority

Data concerning responsible authorities is contained in Table 5.1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>297</td>
<td>36.1</td>
</tr>
<tr>
<td>Rural District Council</td>
<td>219</td>
<td>27.5</td>
</tr>
<tr>
<td>Urban Council</td>
<td>140</td>
<td>17.6</td>
</tr>
<tr>
<td>Church</td>
<td>150</td>
<td>18.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The highest number of secondary teachers in this sample in terms of responsible authorities was Government, followed by rural district council, church and urban council.

5.2 School category

Information on school categories is found in Table 5.2
### Table 5.2: Analysis by School Category

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>187</td>
<td>23.5</td>
</tr>
<tr>
<td>S2</td>
<td>240</td>
<td>30.1</td>
</tr>
<tr>
<td>S3</td>
<td>369</td>
<td>46.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>789</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### 5.3 School Location

Analysis by school location is found in Table 5.3

### Table 5.3: Analysis by School Location

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Area</td>
<td>373</td>
<td>46.9</td>
</tr>
<tr>
<td>Small Urban Area</td>
<td>70</td>
<td>8.8</td>
</tr>
<tr>
<td>Rural Area</td>
<td>353</td>
<td>44.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>796</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The highest number of secondary teachers in the sample based on school location was large urban areas, followed by rural areas and small urban areas.

### 5.4 Gender

The gender of participants in this section is obtained in Table 5.5

### Table 5.5: Analysis by Gender

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>412</td>
<td>51.8</td>
</tr>
<tr>
<td>Male</td>
<td>384</td>
<td>48.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>796</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
According to statistics in Table 5.5, there were more female than male secondary teachers. These figures are in line with statistics in the sample of primary teachers. It would seem the teaching profession in Zimbabwe is becoming predominantly female. Figures on student teachers also showed similar trend.

5.5 Age

The sample of these respondents was analyzed according to age (Table 5.6).

Table 5.6: Analysis by Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25 years</td>
<td>97</td>
<td>12.3</td>
</tr>
<tr>
<td>26-30 years</td>
<td>99</td>
<td>12.4</td>
</tr>
<tr>
<td>31-35 years</td>
<td>135</td>
<td>16.9</td>
</tr>
<tr>
<td>36-40 years</td>
<td>143</td>
<td>17.9</td>
</tr>
<tr>
<td>41-45 years</td>
<td>152</td>
<td>19.1</td>
</tr>
<tr>
<td>46 years and above</td>
<td>170</td>
<td>21.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The analysis of information based on the ages of secondary teachers in this sample shows that 626 [78.6 percent] were below 45 years. The implications are that such teachers would be in service for at least 15 years. These teachers would benefit from in-service courses that might be put in place.

5.6 Highest Academic Qualifications

Information was collected regarding the highest academic qualifications of the secondary teachers’ [Table 5.7].
Table 5.7: Highest Academic Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘O’ Levels</td>
<td>180</td>
<td>22.6</td>
</tr>
<tr>
<td>A</td>
<td>194</td>
<td>24.4</td>
</tr>
<tr>
<td>BA/BSC/BED</td>
<td>324</td>
<td>40.7</td>
</tr>
<tr>
<td>MA/MSC</td>
<td>90</td>
<td>11.3</td>
</tr>
<tr>
<td>PHD</td>
<td>8</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Results on academic qualifications reveal that the highest number of respondents 324[40.7 percent] were university graduates. If these are taken together with those with master and doctoral degrees, 422 [53.0 percent] secondary teachers with university degrees were in the majority. This scenario should be reflective of the situation obtaining in the country as a whole especially given the fact that those with degrees obtained these qualifications following the Diploma in Education after training at associated teachers’ colleges. Thus they end up with B.Ed. degrees offered by various universities in the country, public and private.

5.7 Highest professional Qualifications

With regards to highest professional qualifications this information is contained in Table 5.8

Table 5.8: Highest Professional qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma In Education</td>
<td>374</td>
<td>47.0</td>
</tr>
<tr>
<td>BED/MCD</td>
<td>254</td>
<td>30.6</td>
</tr>
<tr>
<td>Grad.DE/PGCE</td>
<td>178</td>
<td>22.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The biggest number, 374 [47.0 per cent] of secondary teachers in the sample analysed according to professional qualifications is that of the Diploma in Educational holders. These are post ‘O’ and ‘A’ levels diplomas offered by associate teachers colleges. This is followed by B. Ed, 244 [30.6 per cent] and Grad. DE/PGCE, 178 [22.4 per cent] professional qualification holders. But if those with B. Ed and Grad.DE holders are combined, 422 [52.0 per cent] those who hold degree and post degree professional qualifications are in the majority. This should be representative of the situation obtaining in secondary schools. The implications for in-service training being that those with diploma in education and those with B. Ed degrees are likely to have an appetite for mid to long term in-service training for B. Ed and MEd programmes respectively. The rest may opt for specialised and targeted in-service programmes. In-service programmers for these secondary teachers would also be attractive because they are relatively young professionals who may want to upgrade themselves.

5.8 Actual Subjects Done

Respondents were requested to indicate subjects done at ‘O’ and ‘A’ levels. The aim was to try and determine the subjects done at this level and the subjects they taught. The picture that emerged was as follows:

5.8.1 All the respondents had at least 5 ‘O’ levels including English language;
5.8.2 The majority had 5 "O" levels including mathematics. But there was a sizable number especially those teaching languages who did not have mathematics;
5.8.3 On the whole the majority of the secondary teachers taught subjects done at ‘O’, ‘A’ and degree levels;

5.8.4 With the advent of the CBC there were some secondary teachers who taught subjects they did not do at “O”, “A” and degree levels. These subjects were: Heritage Studies, Mass Displays, ICT, Computer Science, Business Management, Guidance and counseling and Art and Design.
The subject areas indicated by respondents which they were teaching but did not do at their different academic levels, means that there were gaps. These gaps were in terms of content, knowledge and skills. Clearly when determining the needs for in-service training, this is a group or category of secondary teachers who will require in-service training to upgrade their content, knowledge and skills. This would be a medium to long term type of in service education.

It is essential to stress the point that the majority of secondary teachers in the sample taught subjects they majored in at secondary school, college and or university.

5.9 Experience

In determining in-service teacher education, experience is important [Table 5.9]

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25 years</td>
<td>64</td>
<td>8.0</td>
</tr>
<tr>
<td>26-30 years</td>
<td>134</td>
<td>16.5</td>
</tr>
<tr>
<td>31-35 years</td>
<td>138</td>
<td>17.3</td>
</tr>
<tr>
<td>36-40 years</td>
<td>143</td>
<td>17.9</td>
</tr>
<tr>
<td>41-45 years</td>
<td>158</td>
<td>19.8</td>
</tr>
<tr>
<td>46 years and above</td>
<td>159</td>
<td>19.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Secondary teachers below the age of 41 years, 479[60.1 percent] constituted the majority in terms of experience. The remainder were 44 years and above. Because age is a performance indicator in determining in-service training secondary teachers could do, these teachers have time to be involved in such programmes. They are able to take part in medium to long term training programmes.
5.10 **In-service Courses Done in the Last Five Years**

Respondents were requested to indicate in-service courses they did in the past five years. These were as follows: short courses, 1-5 weeks; medium courses 6-13 weeks; and long term courses 1 year and above.

**Table 5.10: Analysis by Short Term Courses**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Courses</td>
<td>177</td>
<td>22.2</td>
</tr>
<tr>
<td>None</td>
<td>619</td>
<td>77.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 5.11: Analysis by Medium Term Courses**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium Courses</td>
<td>90</td>
<td>11.3</td>
</tr>
<tr>
<td>None</td>
<td>706</td>
<td>88.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 5.12: Analysis by Long Term Courses**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Term Courses</td>
<td>95</td>
<td>12.0</td>
</tr>
<tr>
<td>None</td>
<td>701</td>
<td>88.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Information analysed in the above tables, should be considered within a situation whereby in-service training was not compulsory. So those who may not have attended were not obliged to do so. However, this should be taken within the context of professional growth, renewal, retooling and the newly introduced New Curriculum. On the whole, the message to emerge is that more needs to be done in terms of in-service training among secondary teachers. In
this analysis, if medium to long term courses done by secondary teachers are combined, 185[23.2 percent] these figures are slightly above short courses done by these secondary teachers in the past five years. The majority of the medium to long term in-service courses are master’s degree courses which invariably are not sponsored by the Government. These are individually sponsored by secondary teachers who want to improve upon their academic and professional qualifications. At the end, it is the education system and the country that benefits.

5.11 Qualifications Obtained

In an effort to have more insight into this exercise, respondents were requested to indicate the qualifications they obtained in the past five years in the various in-service programmes they may have embarked upon.

Table 5.13: Analysis by Qualifications Obtained

<table>
<thead>
<tr>
<th>Qualifications Obtained</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Attendance</td>
<td>185</td>
<td>23.2</td>
</tr>
<tr>
<td>Formal Diploma Qualifications</td>
<td>105</td>
<td>13.2</td>
</tr>
<tr>
<td>Degree Qualification</td>
<td>100</td>
<td>12.5</td>
</tr>
<tr>
<td>None</td>
<td>406</td>
<td>51.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is clear from the analysis that secondary teachers who did not attain any certificate at all, 406 [51.0 percent] were in the majority. Those who obtained formal diplomas and degrees 205 [25.7 percent] were second, followed by those who obtained certificates of attendance. Discussions with secondary teachers showed that they preferred to be issued with certificates of attendance which translate into changes in status and remuneration.
5.12 In-service Courses Secondary Teachers Liked to do

In an effort to probe more into the issue of in-service training among secondary teachers, respondents were requested to indicate in-service courses they would like to do. They were asked to choose by ticking one area (Table 4.14):

<table>
<thead>
<tr>
<th>In-service Courses Secondary Teachers Liked to do</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Term Courses</td>
<td>185</td>
<td>23.2</td>
</tr>
<tr>
<td>Medium Term Courses</td>
<td>246</td>
<td>31.0</td>
</tr>
<tr>
<td>Long Term courses</td>
<td>238</td>
<td>29.8</td>
</tr>
<tr>
<td>None</td>
<td>127</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td>796</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The analysis based on time secondary school teachers wanted to spend on in-service courses shows that those who wanted medium term courses, 246 [31.0 percent] were the highest, followed by those who wanted long term, 238 [29.8 percent], then short courses 185 [23.2 percent] and those who did not indicate anything 127 [16.0 percent]. If those who wanted medium term are combined with those who wanted long term in-service courses, 484 [60.8 percent] it is clear that this combined group is the highest. This combined category wanted to do courses that lasted for at least one year or more which would be masters and doctoral degrees. Respondents were requested to justify their choice.

5.12.1 Short Term Courses

Among the justifications given by those who wanted to do short term courses were:

\textit{I just want to do ICT which does not take a long time to meet the demands of the updated curriculum;
I am dedicated to the classroom so I do not want to spend a long time outside classroom. Hence, short period;

To avoid leaving learners unattended to for a long time;

Leave days are difficult to obtain and short in –service courses are cheap;

It allows facilitators to make use of learned skills early;

To be able to cater also for my family and learners needs;

To take care of kids;

They are short and cheap;

I just want a certificate in computers;

I want designing and technology for Food Science and Technology. This should not take a long time;

So that you are ahead with current affairs in Technical Graphics;

I want a diploma in Guidance and Counselling;

If in–service training does not bring any reward, I need to channel my time to other meaningful things [History, Divinity and Shona teacher];

To become an effective teacher;

For empowerment sake [English Teacher];

So that you can benefit from doing hands on practicals on your own so as to promote our nation;

I want to do Geographical Information System [GIS];

Enhancement of skills to increase productivity;

To allow more time to learn and work at the same time;

Won’t strain me.

Courses that focus on computer usage;
Has less pressure;

A short course in 'O' level marking to supplement my teaching experience;

I want a short course in Syllabus Interpretation;

To have skills in lesson delivery effectively using the computer;

Not stressed when occupied at work;

So that my work won't be disturbed;

I just want computer applications for teaching;

I want Guidance and Counselling which I did not do at college;

To boost my confidence in my lesson delivery using computers;

There is no pay increment for further studies, so I would rather do short courses in Computer Studies;

ICT;

Computers;

I want small computer packages;

Information Technology;

I have little amount of time. I'm always occupied with marking books;

Just to update on issues necessitated by changing times like the New Curriculum;

To be more informed about ICT;

To allow time for job undertaking;

Age and responsibilities to balance activities;

I am a holder of M.Ed. So I am in need of short in-service courses;
About to retire. No need to waste resources. Public Service does not allow an extension in the service;

It saves time and reduces cost of walking and travelling;

I need in-service training in computers so it’s a short course;

I want ICT;

ICT skills acquisition;

Have learners at heart;

An adult, have other business to do;

Time constraint;

Because it is fast;

To quickly get trained on new teaching methods; and

To gain more experience while attending school with students.

Under the sampled reasons for choosing short courses, the major issues to emerge were:

5.12.1.1 ICT and ICT related matters;

5.12.1.2 The new curriculum;

5.12.1.3 The time factor; and

5.12.1.4 Not wanting to leave pupils.

5.12.2 Medium Term Choices

The justifications given by those who wanted to do medium term in-service courses were:

For vigorous contact and interaction time;

Because it adds knowledge;
To perfect my professional standards on performance;

Get more time to equip myself with latest technology;

I want to obtain a professional qualification in education [Not Trained];

Diploma in Education [Teaching Accountancy not trained];

Broaden my knowledge and change the environments coming with my knowledge;

For professional development;

To give my self-time to do other business to teach highest levels;

Because ICT adds knowledge to myself;

To have enough time to grasp concepts;

Medium term in-services training so that I finally grasp concept of GIS in Geography;

To complete my intended studies on time;

I want to do a masters in Sign Language;

Nanotechnology is required in the new curriculum. It needs medium time to complete;

To enhance and advance knowledge in music;

It will help me to be more effective as a facilitator;

It saves time;

Gives me a deeper insight of what I am studying;

To acquire oneself with the use of ICT in lesson delivery;

I want to embark on a PhD;

It will give me more time to grasp my lacking skills also it does not take much of my time;
Degree in Wood Technology and Design requires a bit of time especially if it is block release;

Does not interfere with core business for a prolonged time;

I want to do GIS and Remote Sensing;

It gives me enough time to master concepts;

For adequate professional growth;

Will help me go attain /complete in reasonable time and help continuing with my work;

I want in services on some aspects of the updated curriculum;

To enable more to go on a higher position;

The period will give me adequate time to grasp and develop skills;

Intensive courage;

So that I will be able to cover quite a lot during that period;

It will be enough to cover essentials but not too long to cause fatigue;

Want a master degree in order to teach higher levels;

To be more knowledgeable;

I can do it in my spare time effectively;

To be able to interpret the New Curriculum better;

ICT and Master’s degree.

To advance my competency;

To upgrade my CV and self-motivation and self-satisfaction;

In order to obtain a formal qualification;

Gives in-depth analysis of issues especially the New Curriculum;

Curriculum Changes, Rise of ICT related information requires time; and
Provides adequate time to acquire qualification;

The justification of the medium term given under this section was clear. These were based on the time needed for the in-service programmes these secondary teachers wanted to do. The majority wanted to do Masters Degrees. Further analysis reveals that the master’s degrees they wanted to do were:

ICT or ICT related issues;

CBC;

Higher general knowledge and skills in one’s area of specialisation; and

Administration.

On the whole the desire to obtain a higher degree was the main motive of wanting medium term in-service programmes. However, themes such as ICT, the CBC, general administration, Inclusive Education were consistently mentioned as requiring in-service training under medium term period.

5.12.3 Long Term Period

Secondary teachers who indicated preferences for long term periods in services training gave their justifications as well. These were:

They are important for professional’s growth in education;

To further my education. I want to do a PhD;

To enhance my skills;

To be a Master in Geography and related fields;

To enhance the teaching and learning skills;

To upgrade my science teaching;

Advance my level of Education;

Master in Education;
I need long time course so as to improve and advance my skills thoroughly;

To further my education;

To enhance competency;

To attain a degree in the subject area of my choice;

Want to have a deep insight into modern educational trends;

To move with the new trends;

So that I obtain a degree qualification;

To obtain a normal recognised higher certificate;

To acquire master’s in Education;

A higher permanent qualification;

I want to upgrade my academic qualification;

To upgrade my professional competency;

To improve skills;

Further my professional qualifications;

It will help me to grow professionally;

To attain a Master’s degree;

In-depth study with chance to study;

To get more information on this new Curriculum;

Degree in Education so that I advance my education and be equipped with more knowledge;

Want to do Masters in Philosophy of Education;

This enables in-depth study of the New Curriculum;

Would have ample time to do my course while going for work at the same time;
Masters of Technology Degree in Information Systems;

Because I still have long way in service;

Because this will help in the teaching and learning provision;

Would want to attain a Master’s Degree;

To gain more knowledge;

To be more effective teachers;

Further my professional qualifications;

Longer courses provide an in-depth understanding and a wider coverage. This may result in recognized qualifications unlike short courses where one gets nothing;

To improve my academic and professional qualifications;

Enables a student to grasp information efficiently than short term courses;

Because I want genuine and reliable qualifications;

To be in compliance with the current trends in my area;

To have something to do that occupies me all the time;

Mater of Education in English;

It gives me time for skills and knowledge development;

To improve efficiency and capacity utilization;

MSC in Sports Science;

To align the teachers with the New Curriculum;

To acquire more skills;

I want to obtain a Master’s Degree;

Handball Level 2 Referring;

To enhance my teaching skills;
So as to earn a diploma Qualification;
To improve efficiency;
I would like a Degree qualification;
To become an effective teacher;
To be in line with the current education trends;
Gives me time and resource to acquire qualifications;
I want to do a BEd degree;
To move with the new trends;
Long term in-service courses result in formal qualifications;
To improve myself and competence;
To upgrade myself professionally;
More time is required for better understanding;
Hurriedly done in-service courses are less effective; and
On the whole, the overwhelming majority of secondary teachers indicated that they wanted long term in-service courses.

5.13 Summary Observations

Several methods and techniques were used to obtain information from secondary teachers on continuous professional development. This information showed that secondary teachers were on the whole academically and professionally qualified for the areas they taught. However, it was also clear that these secondary teachers had not done meaningful in-service courses in the past five years. These secondary teachers submitted information showing that they could not do in-service courses due to lack of funding. The majority of those who wanted to do in-service course, wanted to do medium to long term courses. Those were BEd, Masters and Doctoral degrees. In most cases
these were in their subject content areas. On the other hand, there were secondary teachers who wanted in-service courses in specific areas such as ICT, the CBC and Administration.

5.14 Conclusion

In-service education for secondary teachers showed that these teachers wanted medium to long term courses. Such courses would deepen subject content in specific subject areas. In other words, secondary teachers would like to do first, second and third degrees. Whether these would be regarded as gaps in the system would require special consideration. Funding would have to be considered since the majority cannot afford.
CHAPTER SIX

IN-SERVICE EDUCATION FOR SUPERVISORS

6.0 Introduction

This chapter examines in-service courses that could be considered for supervisors. These supervisors are: mentors, teachers in charge, deputy heads, heads, school inspectors and district school inspectors.

6.1 Breakdown

The statistical breakdown of these supervisors is contained in Table 6.1

Table 6.1: Breakdown of supervisors

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>250</td>
<td>24.2</td>
</tr>
<tr>
<td>T.I.C.S</td>
<td>190</td>
<td>18.5</td>
</tr>
<tr>
<td>Deputy Heads</td>
<td>187</td>
<td>18.2</td>
</tr>
<tr>
<td>Heads</td>
<td>187</td>
<td>18.2</td>
</tr>
<tr>
<td>School Inspectors</td>
<td>120</td>
<td>11.7</td>
</tr>
<tr>
<td>District schools Inspectors</td>
<td>95</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1029</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The highest number of supervisors was that of mentors.

6.2 Responsible authority

Mentors, teachers in-charge, deputy heads, heads, school inspectors and district school inspectors were (still are 2020) employed by the Government through the Public Service Commission. In short, they are civil servants. But the schools where mentors, teachers-in-charge, deputy heads and heads worked were owned by the Government, rural district councils, urban councils and church organisations. A breakdown of these would be useful.
6.3 **Analysis of Mentors by Responsible Authority**

The analysis of mentors according to responsible authority is contained in Table 6.2.

**Table 6.2: Analysis of Mentors by Responsible Authority**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>100</td>
<td>40.0</td>
</tr>
<tr>
<td>Rural District Council</td>
<td>115</td>
<td>46.0</td>
</tr>
<tr>
<td>Urban Council</td>
<td>35</td>
<td>14.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>250</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is noted that the highest number of mentors in the sample in terms of responsible authority is that of rural district councils.

6.4 **Analysis of TICs by Responsible Authority**

The breakdown of teachers-in-charge according to responsible authority is contained in Table 6.3.

**Table 6.3: Analysis of TICs by Responsible Authority**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>90</td>
<td>47.3</td>
</tr>
<tr>
<td>Rural District Council</td>
<td>82</td>
<td>43.1</td>
</tr>
<tr>
<td>Urban Council</td>
<td>18</td>
<td>9.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>190</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The highest figure on TICs according to the responsible authority in the sample is that of Government. This is closely followed by rural district councils.

6.5 **School Location for TICs**

The location of schools for the teachers-in-charge is analysed under Table 6.4.
Table 6.4: Analysis of TICs according to School Location

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Urban Areas</td>
<td>85</td>
<td>44.7</td>
</tr>
<tr>
<td>Rural Areas</td>
<td>80</td>
<td>42.1</td>
</tr>
<tr>
<td>Small Urban Areas</td>
<td>25</td>
<td>13.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>190</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The highest figure of teachers-in-charge analysed according to geographical location of schools is large urban areas followed by rural areas. On the whole a pattern was established between geographical school location and responsible authorities. Rural schools are under district councils whereas urban schools are under the jurisdiction of the Government as responsible authorities. This situation has implications for in-service education.

6.6 Location of Deputy Heads and Heads Schools

Information with regards to location where deputy heads and heads (274) in the sample worked is contained in Table 6.5.

Table 6.5: Deputy Heads and Heads School Location

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Urban Areas</td>
<td>129</td>
<td>47.0</td>
</tr>
<tr>
<td>Rural Areas</td>
<td>126</td>
<td>46.0</td>
</tr>
<tr>
<td>Small Urban Areas</td>
<td>19</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>274</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The pattern of school location for deputy heads and heads closely follows that of TICs and mentors. There was a relationship between school location and responsible authorities. Deputy heads and heads in urban areas are under the Government, while those in rural areas are under district councils. This, as noted already, has implications for in-service courses.
6.7 Location of School Inspectors

Analysed data on the location of school inspectors is found in Table 6.6.

Table 6.6: Location of School Inspectors

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Urban Areas</td>
<td>67</td>
<td>55.8</td>
</tr>
<tr>
<td>Smalls Urban Areas</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Rural Areas</td>
<td>33</td>
<td>27.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In this sample, the highest number of inspectors was found in urban areas followed by those in rural areas and then small urban areas. If large urban areas are combined with small urban areas inspectors working in urban areas, 87(72.5 percent) are more than those working in rural areas 33(27.5 percent).

6.8 Location of District School Inspectors

There were 95 district school inspectors. The breakdown of these respondents in the sample is contained in Table 6.7.

Table 6.7: Location of District School Inspectors

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Urban Areas</td>
<td>50</td>
<td>52.6</td>
</tr>
<tr>
<td>Rural Areas</td>
<td>25</td>
<td>26.3</td>
</tr>
<tr>
<td>Small Urban Areas</td>
<td>20</td>
<td>21.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>95</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In this sample the pattern of location of deputy heads, heads, TICS, inspectors and district inspectors showed that in terms of numbers, there were more officials in urban than rural areas. Whether that is what obtains on the ground is difficult to determine because such official breakdowns were not available when this study was carried out.
6.9 Gender

The gender of the supervisors was analysed according to heads, inspectors and district school inspectors. Mentors, deputy heads and TICs were predominantly female. This was particularly the case among primary supervisors. At secondary level deputy heads and heads of divisions tended to be male while senior ladies were just that, senior ladies. Consequently, the gender of supervisors was analysed using heads, school inspectors and district school inspectors (Table 6.8).

**Table 6.8: Senior Supervision Analysis by Gender**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>188</td>
<td>46.8</td>
</tr>
<tr>
<td>Male</td>
<td>214</td>
<td>53.2</td>
</tr>
<tr>
<td>Total</td>
<td>402</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the sample, on the whole, there were more male than female supervisors. There were no official figures available to verify whether what was in the sample reflected what was obtaining on the ground. It is safe however to observe believe that what was in the sample was a reflection of the situation on the ground. This is because in terms of senior administrative posts in Zimbabwe, there are more male than female employees at these levels.

6.10 Age and Experience

As far as ages were concerned, the overwhelming majority of supervisors were 46 years and above. In fact, as far as heads, inspectors and district inspectors were concerned, the majority were 52 years and above. This is to be expected because these supervisors started as teachers. This was reflected in their experience profiles whereby it was established that the vast majority of these officials had a minimum of 36 years. This should be representative and applicable to all the supervisors in the country.
6.11 Highest Academic Qualifications.

All the respondents in this category had at least 5 ‘O’ levels. But it should also be recognised that a sizeable number of participants did not have mathematics at ‘O’ level. This should be a true reflection of the situation in the country as a whole since some respondents entered the education field when mathematics was not a requirement to train as a teacher.

Excluding mentors and some TICs, the majority of the respondents were university graduates with subject based degrees or educational qualifications. These subject degrees were BA/BSc, MSc degrees while educational qualification degrees were BEd and MEd degrees. All the heads, deputy heads, inspectors and district schools’ inspectors were university graduates with subject specialisation or administrative university degrees.

6.12 Specialisation

If mentors, TICs, deputy heads and heads (mostly primary) are excluded from the sample and concentration is on secondary deputy, heads, school inspectors and district inspectors, it was established that the overwhelming majority of these supervisors were secondary trained. This has implications for school or educational supervision or administration. Is the subject of specialisation necessary for inspectors? If not, what are the implications for curriculum inspection, or re-enforcement by inspectors? How effective is curriculum supervision at secondary as well as primary level by inspectors who do not have content in a given subject area? The new curriculum has learning areas. It was noted elsewhere in this discussion that student teachers, college lecturers, teachers and now inspectors did not have content in subject areas under their jurisdiction. How effectively, efficiently and confidently do they operate in an effort to implement the New Curriculum? These are difficult questions and challenges.
6.13 **Area/Subjects Done at Pre-Service Level.**

Supervisors were requested to indicate subjects/professional areas done or not done at pre-service level. These areas were inclusive education, technical graphics, mechanical engineering, wood technology, computer studies, braille, Sign Language, ICT skills, open-distance and e-learning, assessment test and measurement, educational evaluation, educational monitoring, educational supervision, educational administration, teachers’ competence, teacher professionalism, research, curriculum issues, skills development and teachers professional standards. The request left out single academic subjects such as history, geography, physics, chemistry etc. The areas or subjects chosen leaned on supervisory/administrative responsibilities. The subject/areas which were singled out as not having been done at pre-service training level were:

- Inclusive Education;
- Mechanical Engineering (Metal Work);
- Wood Technology;
- Building Technology;
- Computer Studies;
- Braille;
- Sign Language;
- Open–Distance and e-learning;
- ICT skills; and
- Assessment.

The overwhelming majority of respondents, more than 95%, stated that they did not do these subject/areas during their pre-service training.

The second category of subject areas which respondents rated as not having been done during pre-service training but were done during in-service training doing programmes/courses/degrees such as BEd, MEd or BA/BSc, Master’s degree were:

- Test and Measurement;
- Educational Administration;
• Educational Monitoring;
• Educational Supervision;
• Research; and
• Curriculum issues.

The third category rated by these supervisors covered areas/subjects such as:

• Teacher Competence;
• Teacher Professionalism;
• Skills Development; and
• Teacher Professional Standards.

Respondents noted that they acquired knowledge in these areas through:

• On the Job induction;
• Short Workshops; and
• Specialist Conferences.

**Further analysis of results**

These results were further categorised for analysis. There were ICT related issues. These ICT related issues covered:

Computer Studies;
ICT skills; and
Open distance and e-learning.

These findings were in line with what was noted among respondents such as college lecturers, student teachers, primary and secondary teachers. Comments were made. These were:

*ICT skills and e-learning techniques are essential as we are living in the computer age which requires proficiency in ICT skills;*

*I need practical hands on experience on ICT skills;*

*More exposure to computer studies and e-learning;*
ICT literacy especially in excel and financial management;
ICT integration and teacher supervision instruments;
ICT should be encouraged;
The use of ICT is very important and in-service training should be done most of the time;
We need more training in e-supervision;
Increase ICT skills;
Free ICT skills and research should be provided for administrators;
ICT as a teaching tool and administrative tool to manage finances;
Need to enhance my professional qualifications through acquiring ICT Diplomas;
Training in Pastel to manage finances; and
ICT is important so it should be done continuously to add value to the educational system for improved learner outcomes.

It is important to note that with regards to ICT skills the majority of the supervisors had some basic knowledge in this area. What they wanted/want is additional knowledge. They were generally ahead of teachers whether primary or secondary.

6.14 Inclusive Education

The majority of supervisors did not have practical knowledge about inclusive education. This covered issues such as Sign Languages, Braille and Inclusive Education. The question is: Do supervisors require Inclusive Education? It is submitted that it may not be practical for all supervisors to have skills in Inclusive Education. It is necessary that TICs, senior teachers and specialist supervisors have skills in Inclusive Education. Such specialist Inclusive Education supervisory responsibilities for the disabled may be based on zones or clusters. That is important. Indeed, sentiments were expressed:
I need practical sign language so that I can communicate with pupils who are deaf at my school;

Inclusive educations especially Sign Languages is needed;

We need Inclusive Education such as Sign Language;

Sign Language and Braille are critical in our system. So every supervisor should have these skills;

Because of inclusive education, supervisors should be properly equipped;

Consider inclusive education in the Teachers College Curriculum; and

In order to deal with people and learners with special needs it should be mandatory that subjects like Sign language and Braille be introduced in schools and colleges.

As noted above, it is not practical that every supervisor acquires skills in Inclusive Education. But it must be mandatory that among the supervisors are specialists in Inclusive Education who operate in zones or clusters. These Inclusive Education supervisors will look after the interest of disabled pupils.

### 6.15 Technical/Vocational Subjects Areas

Technological subject areas included building technology, wood technology, mechanical engineering and technical graphics. Supervisors in the sample did not do these subject areas when they trained as teachers. Assuming such subject areas are required among supervisors, information gathered showed that there was a gap. Of concern is how these areas were supervised, administered or monitored by these supervisors. This gap can be traced to pre-service training especially at primary school and primary teachers’ colleges. While pre-service training is done at secondary teachers’ colleges such as Belvedere Technical Teachers Colleges, non-graduates secondary teachers seem not to have found their way up the ladder as supervisors. In addition, there are universities such as the University of Zimbabwe where technical subject such as Mechanical Engineering, Wood Technology and Technical
Graphics are done. Yet graduates from such institutions are not found in educational institutions as supervisors or at administrative and managerial levels. In fact, respondents did not say anything about these technological practical subjects as they did about other areas in the open-ended sections of the questionnaires.

6.16 Educational Administrative Areas

Administrative areas, as noted above, covered areas such as educational evaluation, educational monitoring and educational supervision. The majority of respondents were comfortable in these areas. They indicated that they did these areas at pre-service level. Further probing during face to face discussions revealed that these courses were done well after initial training under programmes such as BEd and MEd degrees. In fact, some respondents were doing PhD degrees in Educational Administration. Not surprisingly comments were made pertaining to more short to medium courses that could be done. These were:

*PhD studies are necessary for every supervisor;*

*Supervisors should get higher certificates/qualifications in supervision;*

*Administrators need training in Teacher Professional Standards, Educational and Research;*

*PhD course to sharpen my job skills;*

*There is need for more access to Government sponsored post-graduate studies;*

*We need more training in Educational Supervision;*

*Financial Management, especially Procurement and Business Development;*

*Supervisors require skills in Evaluation and Monitoring;*

*Accounting for school administrators and legal issues to do with education;*
Free ICT, Research and Management skills should be provided to Administrators;

Supervisors to be competent in school management and financial management;

In addition, they should know the requirements of the New Curriculum;

In-service courses for supervisors should be carried out which cover preventive discipline (Acts of Misconduct) conditions of services including types of leave, Guidance and counselling. Unfortunately, some top supervisors such as heads do not make circulars pertaining to these issues available to their subordinates. Such circulars are locked in the heads’ lockers;

Continuous staff development for supervisors every two years to keep administrators informed of current issues should be carried out;

E-Learning for supervisors as well;

Administrator should get in-service training before being thrown into deep end especially in the administration of Financial Management. I wish there could be a formal programme targeting those who would have been promoted to post of administrative responsibilities. Such courses would have to be practical rather than theoretical on the job administrative courses;

To be equipped with in depth knowledge of how supervision should be carried out;

Supervisors need in-service training under Educational Administration in Report writing. Some supervisors cannot write reports;

In service training for supervisors should revisit the supervision Form for teachers and heads of schools;

Computer literacy, school or organisational Leadership Training are important; and

ICT applications as a cross cutting activity in all supervision, monitoring, evaluation management in all these subject areas.
The sentiments expressed by the supervisors in this sample point to the importance of in-service programmes in these areas. Factors such as the current qualifications, age, and experience would have to be taken into consideration with regards to the type, level and duration of in-service programmes to be undertaken by such supervisors.

6.17 Curriculum Issues

Besides their own areas which require administrative in-service programmes, supervisors were requested to rate curriculum issues they covered at pre-service teacher education training level. These curriculum matters covered: assessment, teacher competence, curriculum issues, research, skills development and teacher professional standards. From an evaluation view point, the aim was to determine whether these supervisors had been “educated” on issues pertaining to the New Curriculum. While respondents said that they did these subject areas during pre-service training, the majority of these areas were new. They may have been known under different names, but not known using the names in this study. At most, supervisors have acquired equivalents during their further studies. Having said that these supervisors made comments relating to the New Curriculum. These were:

*In-service training should be done as soon as one is promoted to be in touch with new trends such as the New Curriculum;*

*Supervisors need to be inducted in Assessment skills;*

*It is important for supervisors to be knowledgeable about Research, Curriculum issues, Guidance and Counselling, Mass Displays, Visuals and Performing Arts;*

*Research, Curriculum Issues, Skills Development and E-Learning are also relevant for in-service trading for supervisors;*

*Curriculum Issues, Skills Development and Current trends and practices in Educational change periodically;*
Mass displays, communication skills and research are also essential for supervisors;

Open-Distance and e-Learning, research and ICT skills are useful. Hence they should be considered for supervisors in-service training programmes;

Disaster, Risk Management (DRM), Open Distance and e-Learning and ICT skills Development;

Physical Education and Sports, AVA, Open Distance and e-Learning, Curriculum/ Syllabus Interpretation, Generally Implementation of the CBC;

Curriculum Issues, TPS, ICT skills and Assessment, Classroom Based Action Research, Self-Evaluation, In Class Supervision and Conflict Management;

Teacher competence, Skills Development, Classroom Based Action Research, Open-Distance and e-Learning;

Skills Development, Teachers Competence, Open-Distance and e-Learning;

Teacher Professionalism are some of the courses that I think could be done by supervisors under in-service training;

To have regular staff development and workshop on new areas and changes that will be taking place;

Research and Curriculum Skills development should be done under in-service training;

We need more practical based curriculum rather than irrelevant theory. Hence in-service courses must be practical for supervisors; and

Supervisors need thorough induction in the interpretation of the CBC especially issues such as New Areas.

On the whole however the majority of the supervisors who were concerned about the need to have workshops on curriculum issues, Syllabus Interpretation, CBC and so on were from the heads, deputy heads, TICs and mentors. Supervisors such as schools’ inspectors and district schools’
inspectors tended to be concerned with in-service training courses on management, supervision, evaluation and administration.

6.18 Mentors

In the sample for supervisors, there were 250 mentors. It was deemed necessary to highlight information that was gathered from this group of supervisors. In fact, some supervisors such as heads (secondary mainly), school inspectors and district inspectors did not regard mentors as supervisors. However, mentors occupy critical supervision roles. These roles consist of:

6.18.1 Co-ordination of teacher as well as school curriculum;

6.18.2 In that co-ordination, they impart knowledge and practical curriculum skills to student teachers;

6.18.3 They are archival resource for the existing curriculum that needs to be blended with the Competence Based Curriculum; and

6.18.4 They are the ones who should be curriculum experts at school level. As such they are the ones who should be in-serviced first on the Competence Based Curriculum so that they share their knowledge and skills with their colleagues at school level.

But in Zimbabwe their positions are not recognised by both ministries of education let alone the Public Service Commission. As far as the Public Service Commission is concerned, there is no such post as “Mentors”. Yet in several countries, developed and developing, the post of mentor is not only recognised but is promotional. It is one of the senior posts occupied by experienced and relatively educated (at least a Master’s degree] teachers. Examples are countries like Germany, France, the United Kingdom, to mention a few for illustration.

It is strongly recommending that the two ministries of education recognise the professional importance of the Mentor and approach the Public Service Commission so that this post is not only promotional but remunerative. This
will make the post to have the importance it deserves. There is a gap in that regard.

6.19 Period of In-Service Courses

Supervisors were requested to indicate the period or length of time they would like to spend on in service courses they preferred to do. In rank order the results were as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Courses 1-2 weeks</td>
<td>457</td>
<td>44.4</td>
</tr>
<tr>
<td>Medium Courses 6-12 weeks</td>
<td>366</td>
<td>35.6</td>
</tr>
<tr>
<td>Long term Courses 1-12 months</td>
<td>206</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1029</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Further Analysis of Results

6.19.1 Short Term Courses

The overwhelming majority of people who wanted to do short term course were school inspectors, district inspectors and a few heads. In terms of age these respondents were fifty years and above. Their experiences were forty-two years and above. On the whole they were relatively mature. For them to do medium to long term courses they might run the risk of not completing such courses. Hence they opted for relatively shorter courses. Their justifications were:

*To give room for other professional issues;*

*To have time to attend to other demands;*

*Ideal for me as I am in full time employment;*

*Was trained a long time ago;*

*Just want it as refresher courses and incremental ways of learning;*
Short courses are favourable since it allows one to go back to work and implement practical lessons learnt;

I am already employed as a supervisor and just need refresher courses;

Long enough to cover essential areas;

It would target a larger group;

Have read on it several times and may not need longer time;

For time management;

Because there is no replacement of member so short course at intervals is good;

They require a short period so that they would be able to attend to pressing issues at their stations;

Being absent from stations for too long a time might lead school to be in disarray;

Just want a short period to be oriented on new learning areas;

Have basic knowledge of the courses already;

While in-service training will be taking place, one would also want to supervise school activities-hence need for short periods;

In-service short courses should be done as soon as one is promoted;

Short courses are usually client driven and they are precise;

We already have some knowledge about some of the concepts. So we need focused in-service programmes;

Short courses are needed for those who assume new responsibilities; and

On job training for two weeks during the holidays to avoid interruption of learning and teaching during term time.
The sentiments expressed by these relatively senior administrators make sense. The challenge remains on organising suitable short courses because their needs are diverse. A needs analysis would be necessary to establish exact in-service courses these supervisors would do.

6.19.2 Medium Term Courses

Medium term courses are those courses that last for 6-12 weeks. The majority of respondents in this category were heads and deputy heads. All these respondents had at least first degrees with the majority holding masters’ degrees. The majority had degrees in education. Comparatively few had academic degrees. Their ages ranged from 52 years and above. In terms of experience, this ranged from 26 years and above. These respondents gave reasons for choosing in-service courses that lasted between 6-12 weeks. These were:

*This period will allow me to attend to my other areas of job responsibilities;*

*For being assisted in the revision of Supervision Form Teachers and heads of schools I do not need a long time;*

*I have learnt quite a lot on my own during my teaching and also at post graduate level. So the in-service courses are specific for example Pastel, Financial Management and conditions of service;*

*This gives ample room for interaction and research;*

*I just need additional skills to enhance the ones I already have in area such as ICT, Teacher Professional Standards and ICT;*

*I have enough time to learn what I want especially financial management, CT and Computer Studies;*

*Training in Procurement needs a considerable period of time;*

*I need more time to do a Master’s degree in Administration and Management;*
Majority of the courses were covered during my studies I need specific skills in Financial Management, ICT skills, Pastel and application of ICT in all areas of Management;

Already have some idea of the subjects -Sing Languages, Braille and Inclusive Education. I want to polish up in these areas;

This, ICT course would not divorce me from my work place for a long period of time;

Medium course will give supervisors good depth of content in a reasonable time;

To enhance skills already obtained;

Enable one to cover both theory and practice;

It is a duration which will allow me to do all the untrained courses in depth as a supervisor. These courses are physical education, visual and performing arts and Mass Displays;

This will give me ample time to practice while under strict scrutiny. (ICTs skills, Open and Distance Learning);

To allow me practical experience (Sign Languages and ICT);

This is long enough to cover important aspects since this is adult education, too long a period becomes boring at school considering age-levels (Teacher Professional Standards, Teacher Professionalism and ICT);

For thorough mastering concepts. Topics covered within a short period are not thoroughly covered;

Current trends and practices in Education change periodically (Curriculum Issues, Skills Development);

Change of inclusive education supervision need to be properly covered; and

These should be refresher courses to update the heads so that they don’t necessarily have to be long.
It is clear that under the medium term category of in-service courses, these
tend to be specific. Again background variables or performance indicators
would have to be taken into consideration as to who qualifies to do such in-
service courses.

6.19.3 Long term In-service courses

Respondents in this category had first degrees or master’s degrees. In terms
of age they were between 45 and 50 years. Their experience ranged 36-41
years. In short they were in their middle ages. As for designation, they were
school inspectors and deputy heads. These were basically middle managers.

Respondents who indicated that they preferred long term period in-service
training were characterised by relatively high academic and professional
qualifications such as masters’ degrees. Some respondents stated that they
were doing Ph.D. degrees. With regards to experience, the majority were
between 36- 41 years. This group consisted of heads and school inspectors.
As to why they preferred long term in-service courses of 1-2 years. The
justifications given were:

To give time to do serious studies;

Master’s degree requires more time. I want to do a master’s degree in
Educational Management;

Teacher Professional Standards, Research and Curriculum Issues must be taken
seriously by the supervisors and Ministry of Primary and Secondary Education.
The short courses given to supervisors were superficial. These areas require
more time;

Sign Language, Braille and Inclusive Education should be done as a total
package by supervisors so that they take responsibility of these areas at cluster
level or at their institutions. MoPSE must liaise with training institutions so that
selected supervisors can do these courses;

I need ample time to learn, write and research and get a certificate, Diploma
or Masters in Educational Supervision Management and Administration;
To get or acquire relevant knowledge and skills in the Competence Based Curriculum especially in Early Reading, Heritage Studies, Visual and Performing Arts. I was not properly inducted in these areas so I need more time;

I want to be fully equipped and continue to be relevant and add more value to the Ministry;

It will give me ample time to obtain a certificate or Diploma in ICT. This will enhance my supervisory duties;

Sign Language and Braille are critical in our system. So every supervisor should have these skills 1-2 years would be just enough;

I need PhD to sharpen my job skills. In fact, I need more than two years;

I need more time to get a higher certificate/qualification in the area of Special Educational Needs [Sign language, Braille, Inclusive Education]; and

I want do PhD studies which are necessary for every supervisor. This provides in depth mastery of knowledge and skills. More time is needed.

The justification given by respondent who wanted a relatively longer period showed that these supervisors wanted to do courses that would need more time than others. They wanted to embark on PhD studies. But equally important is the fact that a number of these supervisors wanted to do courses which had something to do with special needs education such as Inclusive Education, Sign Languages and Braille. In that regard these supervisors concurred with information collected from student teachers, college lecturers, primary and secondary. This is a gap which needs to be filled at pre and as well as in-service levels.

6.20 Need for In-service Training.

In the final open-ended sections of the questionnaires, supervisors were requested to write down any information they wanted the consultant to know with regards to in-service training that would make them effective as
supervisors. Over 90.0 percent of the supervisors were positive about the need to have in-service courses at various levels of the education system in Zimbabwe. This position was aptly summed up by one PED who wrote:

In-service training should be continuously done since change is the only permanent and constant thing on earth.

Other comments made were:

*Supervisors/administrators should get in-service training before being thrown into the deep end especially in the administration of financial management;*

*In-service programmes are a must. But they should be well placed. There is a tendency to have ad hoc in-service programmes where little is learnt and participants become demotivated. Participants should be motivated through being awarded certificates and notching;*

*In-service training should be done once every two years;*

*I would like to recommend constant workshops;*

*Training through workshops should be done as soon as one is promoted;*

*In-servicing is needed time and again so as to tighten up loopholes;*

*In-service training needs funding and should be done at district or cluster level;*

*Continuous staff development rather every two years to keep administrators informed;*

*Regular workshops on current requirements;*

*In service training should be well trained;*

*There is need for more access to Government sponsored post-graduate studies;*

*The courses should be well planned and participants advised in good time. The levels should be appropriate for supervisors not classrooms practitioners;*
Refresher courses on yearly basis;

After in-service training courses are done there should be follow up to
determine the effectiveness of such courses;

Increase support on the funding of in-service programmes;

In-service courses must be done regularly for supervisors;

In-service training should be job centred so that topics that affect the
supervisor directly can be covered; and

In the process I would be able to conduct staff development with
subordinates and at school level I would be able to be effective in research
and ICT. This way the 21st would be realised.

6.21 Summary Observations

Supervisors in the sample comprised 1029 respondents. These consisted of
mentors, teacher-in-charge, deputy heads, school inspectors, and district
school inspectors. These were drawn from virtually all the ten provinces of
Zimbabwe. They also included urban Government, rural district councils and
government rural district councils and trust schools as responsible authorities
where applicable (schools).

In terms of gender, there were more male than female supervisors. This was
mainly in posts like deputy heads, heads, school inspectors and district school
inspectors. If TICs are included it was established that there were more female
than male supervisors. This is due to the fact that at infant level, supervisors
are predominantly female. Male supervisors dominate as the hierarchy goes up
the ladder.

As far as academic and professional qualifications were encountered, the vast
majority of supervisors were university graduates with at least a first degree.
In fact, the majority had masters’ degrees.
The ages of this cohort of respondents indicated that they were relatively mature which also reflected upon their experiences. Experience, age and levels of operations were determining performance indicators or factors that guided what they perceived to be their needs and the educational needs in terms of in-service programmes or gaps in the education system. The education gaps require rectification. These supervisors’ views were not very different from those identified by other groups such as student teachers, college lecturers, primary and secondary teachers. The in-service needs noted by supervisors were:

6.21.1 Information Communication Technology (ICT) which included computer studies, ICT skills acquisition, ICT application in teaching, administrative, supervisory and management activities, research and open, distance, and e-learning. Literally every supervisor mentioned this need or gap.

6.21.2 Inclusive Education: Inclusive Education which covered Sing Language, Braille and Inclusive Education itself as a discipline were mentioned by the majority of participants. True, levels and demands differed but this was pointed out as an area needing in-service training.

6.21.3 The Competence Based Curriculum: this area draws a lot of attention. It covered Curriculum Issues, Teacher Competence, Teacher Professionalism, Skill Development, Assessment, Teaching Professional Standards or Competence Based Curriculum. Supervisors admit that same inductions may have been done. But these were not enough. This was in line with information collected from student teachers, college lecturer, primary and secondary teachers.

6.22 Technological gaps

Technological gaps identified by the supervisors included Mechanical Engineering, Wood Technology, Building Technology and Technical Graphics. The vast majority of the supervisors did not do these courses when they trained as teachers. Given the fact that school inspectors, heads and deputy heads are not appointed according to subject specialisation; who then is responsible for
supervising these areas? The situation becomes worse at primary education level because for some time now these areas were relatively neglected. Technological classrooms or workshops were turned into ordinary classrooms. Primary teachers’ college stopped training teachers in these areas. There is a gap that needs to be filled in from pre-services to in-service and supervisory levels.

Administrative Areas: The respondents in these categories were relatively experienced administrators. They gained their administration experiences through the work they did, induction workshops as well as their own studies. However, they expressed the need for in-service courses relating to specific areas of their duties and responsibilities. For the more mature, that is 55 years and above, they wanted short courses while those who were fifty years and above wanted specific areas. Some wanted to do PhD or Masters Studies. Specifically, those who wanted medium to long term in-service courses wanted:

- Government Sponsored Post-Graduate Studies;
- Procurement and Business Development;
- Evaluation and Monitoring;
- Research and Management skills;
- Open-Distance and e-learning;
- Financial Management; and
- ICT skills Application in Management.

### 6.23 Mentors

Mentors were included under supervisors because they carry critical responsibilities in the curriculum administration. They link teacher education and school curriculum at school level. The gaps identified are administrative and system accommodation. Their position is not well recognised by both ministries of education and by the Public Service Commission. This is
demotivating such that these professional administrators may not carry out their duties and responsibilities as effective as they should. It is strongly recommend that the position of the mentor be recognised, promotional and remunerative. The in-service training, they receive should in turn be commensurate with their duties and responsibilities.

6.24 Conclusion

The in-service training identified under supervisors is clear. It includes need for ICT, inclusive education, technological subject areas, the CBC, related curriculum issues and the position of mentors. Experienced, mature administrators require specific and focused relatively short in-service courses. What is required is to systematically identify in-service courses suitable for each category of supervisors and the in-service courses they can do and for how long.
CHAPTER SEVEN
HIGHLIGHTS OF MAIN FINDINGS

7.0 Introduction

The aim of this chapter is to highlight main findings. These highlights summarise the main gaps in the education system which require interventions through Continuous Professional Development. This is done by briefly noting the context in which these highlights were obtained.

7.1 Sources of information

Information was collected from student teachers, college of education lecturers, primary teachers, mentors, teachers-in-charge, and heads of departments, deputy heads, inspectors, district inspectors and provincial education directors. Officials from the Public Service Commission, the two education ministries, lecturers at universities, teachers’ unions among several others, also provided information. Development partners were also involved. This was particularly the case with UNICEF officials.

7.2 Methodology

It is important to note that any study is as good as its methodology. This study is no exception. The study employed the post-positivist paradigm which is concerned with what works best for understanding a particular phenomenon. It used the Mixed Method Research (MMR) which embraces both quantitative and qualitative approaches, following the explanatory sequential design. The quantitative and qualitative approaches neutralise the weakness and biases of the other. In the process, this coagulates the research process and enhances validity of data, which brings confidence to the research findings. This study began by collecting quantitative data using a questionnaire and document analysis, which assisted to establish trends. This means the quantitative approach was the main (primary) method. The qualitative approach (face-to-face interviews and group discussions) was used allow further probing of issues.
Basically, the quantitative and qualitative approaches complemented each other.

7.3 Quantitative Approach

There were questionnaires with closed-ended sections and document analysis schedule. Documents analysed included those from the two education ministries, schools, teacher unions, colleges of education, UNICEF, and University of Zimbabwe: Department of Teacher Education. The respondents and researcher ticked in respective boxes provided on the questionnaire and document analysis schedule respectively. Such data was quantifiably analysed using descriptive data consisting of number (N) and corresponding percentages (%). Frequencies could be counted and enumerated. In short this consisted of numbers.

7.4 Qualitative Approach

In the questionnaire, there were open-ended sections where respondents were free to write what they wanted without being restricted by closed-ended boxes. These open-ended sections were qualitatively analysed by tallying commonly mentioned issues and where necessary and applicable quantify them. Equally importantly, that information was compared with information that was quantifiably collected. Another aspect of qualitative data was collected through group discussions with student teachers, primary and secondary teachers and lecturers. Face-to-face interviews with inspectors, district inspectors and provincial directors of education were also done.

7.5 Quality of respondents

Respondents comprised student teachers, college of education lecturers, primary and secondary teachers, mentors, teacher-in-charge, heads of departments, deputy heads, school heads, inspectors, district inspectors, directors, permanent secretaries among others. As noted, these respondents
were academically and professionally endowed such that the minimum academic and professional qualifications they held were “O” levels and diploma in education respectively. They were mature with minimum work experience of five years up to more than fifty years. They gave accurate, reliable and validatable information.

7.6 Policy issues

Policies guide operations. Education is no exception. In Zimbabwe, like in most countries in the world, there are two ministries responsible for education. These are: the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development and the Ministry of Primary and Secondary Education. At their level and within the context of this discourse, they are performance indicators in themselves that pervade and percolate other indicators and sub-indicators in the whole education system. There is no education system in the world which is neutral. Advantages and disadvantages need to be recognised under such scenario.

7.7 Consultation

Consultation in any system can be regarded as a process. In a situation of systems analysis, it can also be regarded as an indicator. In this context where we have two ministries of education, consultation is a process as much as it is a performance indicator. This indicator was identified as the first gap between and even within the two education ministries. This was inter- and intra-ministry of education consultation. At the centre was lack of consultation between the two education ministries with specific reference to curriculum issues within broad and specific domains. This was particularly the case at official civil service levels, not political levels. Lack of consultation and co-ordination mechanisms resulted in the two education ministries to come up with and implement curricular that did not speak to each other. Hence challenges and gaps experienced at pre-service teacher education level, primary, secondary and supervisory levels. At the end of it all were and are pupils who were and still
are disadvantaged. The whole education system in schools and colleges of education could not function as efficiently and effectively as expected.

7.8 Documented Evidence

Existing documents were used as sources of information. There are several documents in both ministries of education, teacher colleges, schools, development partners, the University of Zimbabwe among others which show the existence of gaps that require interventions through in-service education. There is one such document known to the two ministries of education. This is the Report on Teacher and School Curriculum Harmonisation in Zimbabwe 2018. This Report touches on the need for in-service education for primary and secondary teachers. This Report 2018, pg. 37 par 3.19) states:

What goes on in primary and secondary teacher education should be reflected in what goes on in primary and secondary education. Among such curriculum issues that require in-service education include natural sciences, assessment, technology, inclusive education, research, open-distance and e-learning. In-service courses to be initiated are short, medium and long term. These programmes are at teacher education, primary and secondary school levels.

The 2018 Curriculum Harmonisation Report goes on to articulate the objectives of such an in-service programmes such as the existence or coming on board of the new curriculum or moderated school curriculum, the need to harmonise and integrate at in-service level, teacher education curriculum and the new primary and secondary curriculum and the need for continuous, professional and secondary development for both teacher and school curriculum by both ministries of education. What is even more poignant is that this report identified target groups that would benefit from such in-service courses. These were: college lecturers, who were to implement in-service programmes with and for student teachers and themselves; primary and secondary teachers, school
heads, deputy heads, teachers in charge and classroom practitioners who left college before the CBC was promulgated so that they are able to effectively execute their duties and responsibilities. It is important to stress the point that both MoPSE and MHTEDSTD deliberated on these recommended in-service courses. Within MoPSE these observations should be known. It could be a question of intra curriculum harmonisation. Another study was carried out by MOPES in 2018. This documented also outlined the need for in-service teacher education with clearly articulated areas.

7.9 Linkages

According to the Terms of Reference linkages between pre-service teacher education should be established. The results at the macro analysis level endorsed this stance. This is crucial because what is done at pre-service training level should be in tandem with what is done by the trained teachers who teach at both primary and secondary levels. What is done during teacher training should answer to the curriculum needs of the school system. The mechanics are there to facilitate. These mechanisms include the mentoring system during Teaching Practise, the Board of Studies and Board of Examiners meetings of the University of Zimbabwe. Investigations by and during this exercise established that officials from the Ministry of Primary and Secondary Education, for the past ten or twelve years, have not been attending the Board of Studies and the Board of Examinations meetings at the University of Zimbabwe. That created a gap. That gap was compounded by lack of interactions among the University of Zimbabwe, the two ministries of education and other relevant stake holders. Teacher and school curriculum suffered.

7.10 Data Base

In considering possible in-service interventions, there are certain basic components, and indicators accompanied by their respective sub-basic indicators. This assignment is no exception. Teacher education and in-service education are examples of programme indicators. In these, one finds staffing,
resources among others. Of concern in this discussion are those indicators relating to staffing, that is primary and secondary teachers, lecturers, student teachers, mentors, teachers in charge, heads of departments, deputy heads, heads, schools and district inspectors. These key people who are at the centre of in-service training, should have their sub-indicators properly documented and available. The accompanying sub-indicators for these staff members are: age, gender academic and professional qualifications, the type of school, location and the responsible authorities where they are deployed among others. The sub-indicators profiles should not only be available but accurate and reliable. In fact, such information should be made available on request. It was relatively easy to get such information on college of education lecturers as well as student teachers. The same could not be said about getting such information from the Ministry of Primary and Secondary Education, even after written requests. Clearly lack of information in these areas is a gap. This information could be there but this baseline data was not readily available. Baseline data is critical in determining in-service programmes because this is a retooling or reskilling exercise. As will be noted later, retooling is based on the following key performance indicators:

7.10.1 The age profiles;
7.10.2 Academic and professional qualifications;
7.10.3 Experience;
7.10.4 Gender;
7.10.5 Geographical location (institutional);
7.10.6 Areas of expertise;
7.10.7 Professional standards, skills and knowledge possessed; and
7.10.8 Other attributes that constitute a teacher.

The importance of such indicators and sub-indicators is that they are the starting point that determine the period, type, level of training and resources
for such in-service programmes. It important to stress the point that baseline
data, performance and sub-performance indicators should be available. The
data should be reliable and accurate for meaningful in-service programmes to
be mounted for the identified target groups. The Ministry of Primary and
Secondary Education urgently requires a Human Resources Information
Management System.

7.11 Need for In-Service Training

Though not explicitly stated under The Terms of Reference (TOR), it was
prudent to establish whether or not respondents thought it necessary to have
in-service education. From information collected from student teachers, college
of education lecturers, primary and secondary teachers, mentors, teachers-in
charge, heads of departments, deputy heads, heads, school inspectors and
district school inspectors there was overwhelming support for CPD. Indeed,
the types and levels would differ as per needs assessment.

7.12 Qualifications

This investigation established that respondents in the sample had requisite
academic and professional qualifications. These were buttressed by experience.
These academic and professional qualifications were “level appropriate” in
terms of the current requirements. This was particularly the case with teachers
at secondary level whether Diploma in Education, post-degree qualifications to
degree qualifications. As a result, in the in-service needs of secondary teachers
these were found to be different from those of primary teachers. This is further
elaborated.

7.13 Primary Teacher Entry Qualifications

Results analysed indicate that the 5 ‘O’ levels required for entry into primary
colleges of education are not in line with the number of subjects taught by
these primary teachers. Teachers teach more subjects than those needed to
train as primary school teachers. Due to that scenario some subjects are
neglected or they are not taught at all. They appear on time tables. They are
schemed and planned to satisfy the school administration and inspectors. Evidence from primary teachers, heads and inspectors and other stake holders such as colleges of education lecturers is overwhelming advocating for subject specialisation at primary level. This specialisation would start at Diploma in Education and degree level.

As information was being collected it was found that new BEd Honours degree programmes for primary at the University of Zimbabwe which are to start in August 2020. This BEd Honours degree has specialisation in:

- Mathematics;
- Science;
- Performing Arts (PVA);
- Languages; and
- Social Sciences.

Under this BEd Honours degree programme, primary teachers will specialise in subject areas as indicated. Candidates will be recruited from primary teachers with Diploma in Education qualifications who will use their main subjects to specialise. If that happens that would be in line with recommendations from teacher and School Curriculum Harmonisation Report and recommendations for primary teachers in the sampled respondents in this exercise. In other words, this is the kind of in-service programme advocated for by primary teachers. The issue to further observe is, if specialisation starts at degree level; what is going to happen to those recruits who are going to train as primary teachers at Diploma in Education level? Logic suggests that they too specialise. This may encompass those already in-service who may not want to specialise at degree level.

As far as secondary teachers were concerned, those with Diploma in Education, whether Post ‘O’ and A’ level, wanted to do medium to long term in-service courses in Education or majoring in their special subject areas. Their concern, without exception, was the issue of funding for such in-service courses. They
suggested that the Government should assist by funding such mid to long term in-service programmes. Universities will be responsible for accreditation.

7.14 In-service Areas justified by the respondents

The information collected has a clear pattern. There were educational issues that were stated by virtually all the respondents. These were: ICT, that is Computer Studies, Computer Science and Open, Distance and e-learning, and their ICT application to teaching and learning. The acquisition of I.C.T skills and knowledge and the ability to apply these in teaching and learning is key in education. This is critical in education because education in this context is no longer the answer to tasks but the means to attain answers to questions. In other words, ICT becomes the transformative means to the attainment of the intended destination of problem solving. ICT becomes a tool for achieving these goals and or destinations. Encapsulated in that is the enhancement of competences in teaching and learning that leads to quality education at times referred to as expected professional standards. It is being noted that ICT enhances competences applied across all subject areas so that inbuilt and desired quality education can be achieved. That is professional standards. The question is how? Particularly using ICT levels.

All college lecturers who do not have ICT skills need to be ICT literate through short term in-service courses that do not last more than six months. Depending on their academic and professional qualifications, some ICT skills could be acquired as part of their degree level studies. If a lecturer has a masters or PhD but does not have ICT, arrangements can be made so that such lecturers obtain a diploma in ICT.

Special ICT in-service courses should be arranged for primary and secondary teachers, teacher-in-charge, mentors, deputy heads, heads and inspectors who may not have ICT skills to obtain Diplomas in that area accredited by recognised institutions. For those who want to do degrees say BEd, degrees, one of the courses that should be made compulsory should be ICT and its application to
teaching and learning. The two ministries of education should ensure that ICT is part and parcel of the Minimum Bodies of Knowledge (MBKs). Education degrees without ICT should not be recognised.

7.15 Curriculum Issues

The second issue touched by virtually all the respondents was to do with the curriculum. Whether the curriculum was new, moderated, upgraded or whatever surname it was given, studies at whatever level are about the curriculum. In this context it was the curriculum introduced in 2015 or thereabout. All the levels of the respondents consulted require induction, or in-service training in the CBC. At times one wondered whether educationists out there know what should be done in or with the CBC. As far as the CBC is concerned, it would seem that short term in-service courses conducted did not yield the desired outcome. An introspection is needed. Mid and long term in-service courses are needed starting with college of education lecturers. Short term courses could be entertained for college lecturers with master’s degrees upwards. These short term courses could be spread for six months at selected institutions.

For primary and secondary teachers holding diploma in education qualifications, these could enroll for BEd degrees with specific courses covering Curriculum Issues as articulated in this discussion. These curriculum issues include: teacher competences, professional standards, ethics, research, innovations, mass displays, and syllabus interpretation among others. Curriculum which primary and secondary teachers as well as college of lecturers did not do when they trained as teachers must be covered in the in-service courses. This time around training institutions must address the needs of schools and classrooms when they train educationists. There must be mutual agreement for the benefit of the Zimbabwean child. The two ministries of education most speak to each other rather speak about each other
7.16 Special Educational Needs

College of education such as the United College of Education has been training primary and secondary teachers in Special Educational Needs. According to the respondents in this study, more needs to be done. Both ministries of education agree that more needs to be done. What should be done is to come up with an Inclusive Education Policy to be used by both education ministries. At the moment (2020) these two education ministries are developing parallel policy documents. The two ministries of education should have a harmonised policy document on inclusive education. This is critical because Zimbabwe does not have an Inclusive Education Policy. In-service courses should involve:

7.16.1 Developing a National Policy on Inclusive Education;

7.16.2 Intensification of pre-service and in-service Inclusive Education for primary and secondary teachers at pre- and in-service levels as is happening at UCE;

7.16.3 Introduction of working knowledge programmes at the colleges of education;

7.16.4 Consideration of sign language programmes at Morgenster Teachers Colleges;

and

7.16.5 Primary teachers specialising in various areas of Special Educational Needs such as Sign Language and Braille so that they are responsible for these specialist areas at designated schools.

The period of in-service training will vary depending on exist skills from initial training. Given the fact that some trainees may be full-time (UCE, Morgenster) others block (Diploma) as well as Degree (BEd Special Educational Needs) these will have to be agreed upon depending on the programmes/courses pre-and in-service candidates would have chosen.

7.17 Technical Vocational Areas

The need to have in-service courses in technical subjects was noted by respondents. These technical and vocational subjects were: Technical Graphics,
Wood Technology, Mechanical Engineering and Building Technology. Secondary teachers’ colleges such as Belvedere Technical Teachers’ College and of late Mutare (Building Technology) offer these subjects. Others like Hillside are still to offer them. The biggest challenge is at primary teachers’ colleges and primary schools. These subjects are not receiving the affection they deserve. Not a single college of education is offering these subjects. Worse still for the primary BEd degree, no university in Zimbabwe is offering them either. At university level the University of Zimbabwe offers these subjects for the secondary sector. In schools, very few primary schools offer these subjects. The following approaches could be considered:

7.17.1 Introduction of technical / vocational training programmes at all primary colleges of education for pre-service teacher education;

7.17.2 Identify primary colleges of education which can mount in-service courses for primary teacher in technical / vocational subjects;

7.17.3 Request universities which offer technical and vocational courses for secondary teachers to bring on board primary courses that can continue as special options for the BEd Primary degree. The options adopted for the BEd Honours degree can be adopted for the technical vocational degrees. This is going to be done at the University of Zimbabwe. That caters for technical/vocational subjects as well.

7.18 Educational Administration

Primary teachers, mentors, heads of department, deputy heads, heads and inspectors gave information with regards to educational administration courses they would like to do as part of in-service retooling. They noted that the administration courses such as educational administration, supervision, monitoring and evaluation tended to be generalised. They were of the view that they faced challenges because they are no courses that specifically target mentors, teacher-in-charge, deputy heads and heads. In their view these key personnel are promoted and thrown into the deep end without formalised training on how to take duties and responsibilities in these areas. They
requested a specialised in-service package. They do not want a generalised degree on educational administration. They want an on the job degree that addresses bread and butter administrative issues such as the duties and responsibilities of the deputy head, the head etc, policy circulars, financial administration, relationships with SDA/SDCs, the community and so on. Such a BEd degree would address issues that leaders carry out at school, district, provincial and national levels that have relevance to the running of schools.

### 7.19 Assessment

Respondents gave information with regards to assessment. They wanted to be trained on assessment. Teachers submitted information to the effect that during their training, they did not exhaustively cover issues to do with assessment and yet they were confronted with continuous assessment, project supervision under the New Curriculum. They were not able to effectively handle these issues. There also seems to be some challenges between ZimSEC and those responsible for curriculum development. Heads gave an example of communication from ZimSEC whereby the Grade Seven assessment guidelines “Learning Area/Combination Description “dated 5 February 2020, for 2020 combined learning areas in terms of examinations yet the syllabi were separate. Subjects were not bunched as suggested by ZimSEC. Specimen papers had not been made available. On the other hand, however, the Ministry of Primary and Secondary Education had embarked on the development of an Assessment Framework. It is hoped this framework will address issues such as project supervision, continuous assessment and all the issues to do with examinations so that if need be, in-service programmes can be instituted accordingly.

### 7.20 Conclusion

This chapter highlighted main issues raised in this study. These issues were collected from student teachers, college lecturers, mentors, teachers’-in-
charge, heads of departments, primary and secondary teachers, deputy heads, inspectors and district inspectors. Provincial education officers, officers from the two education ministries also took part. A variety of methods were used to collect this information. This consisted of qualitative, quantitative, face to face and group discussions. The information collected was consistent such that even if a similar study was carried out, the results would basically be the same. The challenge is implementation of the findings. That implementation depends on the availability of resources: financial, human and material.
References


Report on Teacher Education and School Curriculum Harmonisation in Zimbabwe (2018), Department of Teacher Education, Faculty of Education, University of Zimbabwe.

Strategies for the Implementation of Teacher Education and Curriculum Harmonisation in Zimbabwe, Department of Teacher (2019), Education, Faculty of Education, University of Zimbabwe.

Curriculum Framework for Primary and Secondary Education, 2015-2022, Ministry of Primary and Secondary Education.


Handbook for Quality Assurance in Associate Colleges, (2015), Department of Teacher Education, Faculty of Education, University of Zimbabwe.