Chapter 10
Enhancing Global Citizenship Through TVET in Zimbabwe:
A Systematic Review

Tawanda Chinengundu

https://orcid.org/0000-0002-9114-6368
University of Pretoria, South Africa

Jerald Hondonga
New Era College, Botswana

ABSTRACT

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

INTRODUCTION AND BACKGROUND

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

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

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

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

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

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

2017, p.3). Challenges arise in the increasing interdependence and interconnectedness of people and places. It also points to ongoing global challenges with very concrete and real impacts at the local level, impacting all regions. Solutions require understanding and factoring in global trends (UNESCO-ROSA, 2019). GCED is understood as an education that aims to empower learners of all ages to assume active roles, both locally and globally in building more peaceful, tolerant, and inclusive and secure societies. This incorporates how to act locally and how to have an impact beyond national borders. The chapter is organised in sections that include the introduction, literature review, discussion, conclusion, and recommendations. The chapter is guided by the following research question:

What is the role of TVET in enhancing global citizenship with internationally recognised skills for the future workforce in Zimbabwe?

The objective of the chapter is to examine the extent to which TVET in Zimbabwe has managed to enhance global citizenship and equip learners with internationally recognised skills for the future workforce in Zimbabwe. The systematic review provides literature to other researchers and policymakers aiming to reform TVET curricular in different countries.

Research Methodology

The chapter is based on document analysis. This involves a process of studying a particular phenomenon by examining, analysing, and interpreting various documents (Bowen, 2009, p29). This paper was produced through systematic literature study (Schwendimann et al., 2018) of government education evaluation reports, policy documents and research papers following the principles of Gessler and Siemer (2020). Government documents were investigated and triangulated with data from academic journal articles and reports from international organisations like ILO, UNESCO, and World Economic Forum. The study selected relevant papers following a stepwise procedure. Initially, we selected the databases: Scopus, ERIC, and Google Scholar. The chapter analyses the current TVET provision, and, how it enhances global citizenship to Zimbabwean youths. The chapter also exposes the skills needed for the TVET system to produce graduates who will fit into the society with attributes of good citizenship.

MAIN FOCUS OF THE CHAPTER

Theoretical Framework

The capability approach (CA) propounded and developed by Amartya Sen and Martha Nussbaum in the 1980s and 90s undergirds this study. The CA is adopted to assess the extent to which TVET enhances GCED and human capabilities formation. Human capabilities include student freedom, choices and opportunities to participate as critical democratic citizens in decision-making that affects not only their own lives, but also those of future citizens. Nussbaum (2002) proposes three capabilities for democratic citizenship, namely critical thinking, the ability to think as a global citizen, and narrative imagination. These capabilities are useful for assessing the extent to which curriculum and pedagogical arrangements foster the formation of critical democratic citizens. Critical thinking is the ability to criticise oneself and traditionally held truths, accepting only those that survive reason's demand for consistency and

justification of logic (Nussbaum, 2002; 2006). To foster this capability, GCED requires logical reasoning and testing of evidence for consistency of reasoning, correctness of facts and accuracy of judgment. The ability to think as a global citizen involves seeing oneself as a human being connected to others by an ethic of recognition and compassion, rather than simply as citizens of some locality. In order to cultivate this capability, GCED ought to recognise and accommodate those differences that complicate understanding between groups and nations, as well as the common human needs and interests crucial for cooperation among them (Council of Europe, 2012). Lastly, Nussbaum (2002; 2006) understands narrative imagination as the ability to empathise, which includes being able to understand the realities, aspirations, and emotions of others. Because the things that people value or aspire to be or to do vary with-in individuals and groups, there is a need to engage with each other in public deliberations, after heterogeneity has been recognised first. To understand the role of TVET in enhancing GCED in Zimbabwe, it is important to have an overview of the concept of GCED, the current TVET system in the country, and then review the type of GCED system implemented in TVET institutions.

Global Citizenship Education

Global Citizenship Theory suggests that all individuals have a global duty to contribute directly to human rights protections and to promote rights-enhancing political integration between states. Global Citizenship Education promotes learning that nurtures greater consciousness in and around real life issues (UNESCO-ROSA, 2019). It offers a way to make changes at a local level that can influence the global level through participatory strategies and methods. UNESCO states that global citizenship is a sense of belonging to a community and a common humanity. It emphasizes the political, economic, social and cultural interdependence and the interconnection between local, national and global perspectives. Therefore, global citizenship education becomes important in response to today's challenges that go beyond national borders and are impacting everyone. All this is possible with transformative pedagogy, which helps to increase the relevance of education in and out of classrooms by engaging stakeholders of the wider community who are also part of the learning environment and process. According to Tawil, (2013), global citizenship education (GCE) highlights essential functions of education related to the formation of citizenship [in relation] with globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development which are linked at local and global levels. It is directly related to the civic, social and political socialisation function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world. Nefdt (2015) states that, to students, citizenship education inculcates values, beliefs and attitudes that will prepare students to become good citizens who will in turn contribute positively to processes and systems of the country.

TVET System in Zimbabwe

After independence in 1980, school TVET in Zimbabwe continued to provide intensive craft skills training for community development and to alleviate poverty, school-leavers' unemployment and provide skills for both the formal and informal sectors (Munetsi, 2016, p.19; Murinda, 2014; Mupinga, Burnett & Redmann, 2005). This followed the socialist philosophy and this was to permeate in the teaching of all vocations and aimed at bridging the gap between theory and practice. However, there was a para-

digm shift in post-independence TVET which had a social role to reduce rural unemployment, improve general living standards of people and change the image of TVET education and its relevance to people (Munetsi, 2016, p.33). Therefore, TVET has social, economic, and functional roles in the society. Embedded in the training programmes are cultural values and beliefs that inform the Zimbabwean national consciousness. Echoing similar sentiments, Mandebvu (1994, p.23) argues that TVET curriculum in Zimbabwe is therefore, seen as a vehicle in the preparation of members of society for socio-economic roles through the acquisition of work skills and attitudes.

Generally, Zimbabwe managed to increase the participation rate of its nationals in TVET programmes from 1980 to date, both at school and post school levels. For instance, in 1980 there were 3,469 students in TVET centres, and this number grew to 23,044 students in 1994 (Maravanyika et al., 1990). Post-school TVET efforts were seen through the establishment of 43 Vocational Training Centres (VTCs), two (2) industrial training centres and, more than 8 Polytechnics were built to improve access to TVET skills training (Coltart, 2012; (Woyo, 2013:188). The Ministry of Higher and Tertiary Education, Science and Technology Development has been renewing efforts to promote TVET with a particular emphasis on Competency Based Education and Training (CBET) and Modular Based Training (MBT) or modularization (MHTESTD, 2005). Zimbabwe's TVET education has also transformed its training model, from being course based to become competency based (Woyo, 2013:188). To this end, TVET education in Zimbabwe adopted Competency Based Education and Training philosophy in 1990 (Woyo, 2013:185). Industry has become an important player through the National Manpower Advisory Council (NAMACO) which council is made up representatives of the twenty sectors of the economy which prevail in Zimbabwe (Report on TVET Policy Review Framework, 2005:18). Thus, it can be noted that the CBET approach therefore involves a symbiotic relationship between industry and training providers (Afeti & Adubra, 2012). This transformation was in line with the need to bridge the gap between institutions of learning and the real world of work. This was to earn polytechnic training and education a relevance tag from industry as graduates from these institutions performed better than before on being employed by industry.

A significant feature of CBET concept is a credit-based practical skills aspect and industrial attachment which is generally referred to as On-the-Job Training (OJT). OJT was designed to deepen the TVET trainee's skills acquisition to meet occupational standards Furthermore, CBET was meant to promote TVET which in principle equips learners with skills and entrepreneurial prowess to come up with self-employment projects. CBET aims at developing competences, knowledge, skills, values that ensure sustainability including sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development (UNESCO, 2019).

On the job education and training is also a compulsory course basically meant to ensure learners get the necessary hands on exposure (Mabhanda, 2017). The process involves on-and off-the job grooming of the trainee by both the institution and the productive and service sectors. Its graduates include skilled operatives, skilled workers, technicians and technologists. TVET graduates are the practical problem-solvers, innovators, leaders and employment creators in any society. Faced with major economic and social challenges, the Inclusive Government of Zimbabwe (2008-13) developed a Short-Term Emergency Recovery Programme (STERP) that advocated for greater cooperation between public TVET programmes and income-generating projects. It also outlined Government plans to decentralise TVET to increase its relevance for the community.

New short training initiatives in the VTCs and Polytechnics such as Integrated Skills Outreach Programmes (ISOP) emerged in 2006 to equip youths from high school with demand driven TVET skills and entrepreneurial skills (Munyoro, et al., 2016; Nyika, 2018). Learning and skills acquisition was happening on real live projects mostly in rural areas. For instance, 5000 high school leavers were trained in different trades by 2010 with the objective of promoting self- employment (Nyika, 2018). Furthermore, in 2015 the Ministry of Primary and Secondary Education in Zimbabwe developed a new curriculum which is skills and competence based (Zindi, 2018). However, the interventions needed to start with having adequately trained TVET teachers to achieve the intended goals.

National Strategic Studies in Zimbabwean TVET Institutions

The search for curricula interventions that can address the issue of education for citizenship in Zimbabwe has been an ongoing process since 1980. Such efforts include attempts to introduce Political Economy in secondary schools in the 1980s, the teaching of Social Studies in primary schools. In 2002, citizenship education in Zimbabwe appeared in the form of a compulsory subject called National and Strategic Studies (NASS) in tertiary institutions, specifically polytechnics and teachers' colleges (Nyakudya, 2011). To this end, the TVET curriculum in Zimbabwe was designed with compulsory courses such as, National Strategic Studies, HIV-Aids Education and Entrepreneurial Skills Development These efforts were directed at accomplishing the goal of producing socially relevant individuals with desirable values and attitudes and who would be effective role models for future generations (Moyo, Chinyani & Mavhunga, 2011). The introduction of NASS was a response to the 1999 Nziramasanga Presidential Commission Report on Education and Training in Zimbabwe. The Report noted the indiscipline and moral decay among students in higher institutions of learning in the country and even among teachers (Nziramasanga Report 1999, 349-354). This would be consistent with developments in countries such as Britain, Australia and United States of America where Citizenship Education is part of the school curriculum. However, in the context of Africa in general, and Zimbabwe in particular, various forms of CE dictated by specific political contexts have been implemented as exemplified in Nigeria, Zambia, South Africa, and Zimbabwe (Oluniyi, 2011; Schoeman, 2006).

Mapetere, Chinembiri and Makaye (2015) investigated perceptions of students and lecturers on the teaching of NASS in six Teachers' Training Colleges in Zimbabwe. They established that, while there was a general acceptance of NASS and its value to nation building and the moulding of responsible citizens, the subject was however, viewed with skepticism in some quarters where it was considered as political maneuvering. The study recommended that there be coordination of NASS teaching in all institutions of Higher learning so that the syllabuses are consistent with the ideals of producing good citizens. In another study by Marovah (2019), on Citizenship formation through curriculum and pedagogical practices in Zimbabwean teachers' colleges, it was also established that, despite aspirational moments of teaching and learning for critical thinking, curriculum and pedagogical practices represented an imperfect realisation of advancing critical citizenship. The literature on Zimbabwe suggests that citizenship education be strongly integrated into non-formal and formal programmes, but, as indicated, it is not clear to what extent this has been implemented. Learner abilities associated with GCED were not explicitly found in te Zimbabwean literature, but considering the strong emphasis on integration, it is anticipated learner abilities in relation to GCED could be revealed through further research.

DISCUSSION

The findings derived from the systematic literature review revealed that Zimbabwean TVET system enhances global citizenship education through the National Strategic Studies offered to all students. Although some achievements have been made gaps have been identified in the curriculum which lacks relevance. Analysis of literature established that the training environment needs to be enhanced by adequate funding so that TVET institutions are well resourced with both facilities and skilled human resources. Collaboration between TVET institutions and industry needs to be improved so that graduates are well prepared for the fourth industrial revolution. A positive image of TVET still needs to be fostered so that it is not considered as an avenue for the academically weak students.

Goals

The role of TVET in Zimbabwe has been that of preparing workforce for the formal and informal sectors and contributing to national development. After independence, Zimbabwe used TVET as a vehicle to address issues of poverty, inequality and, limited access to skills training (Munetsi, 2016). However, in the latter years, TVET goals in the country evolved to address learner skills' relevance to the modernising job market, rising school-leaver unemployment against the need for increased productivity in industries (Allais, 2012; Munetsi, 2016).

Curriculum

Literature indicated that TVET programmes in Zimbabwe are characterised by a supply-driven training approach and the education system is also competency-based to foster acquisition of both craft and technical skills (Munetsi, 2016). At school level, TVET curriculum has the role of inculcating positive work attitudes in learners towards manual work (Mandebvu, 1994). However, the curriculum is vilified for failing to meet the labour needs of the economy, creating a local mismatch between demand and supply of labour (LEDRIZ, 2016). The main skills challenge relates to both technical and soft skills (Zimbabwe National Critical Skills Audit Report, 2018). The quality of graduates is however tied to the quality of TVET teachers at all levels as to whether they are capable to transfer relevant skills for the evolving labour market at the same cultivating the attitude of global citizenship.

Skills for Future of Work

The Zimbabwe School Examinations Council (ZIMSEC) syllabus 2015-22, shows a shift from the traditional focus of TVET programmes from labour-craft artisanal training to technical education to embrace modern technologies. This is meant to equip learners with requisite skills to adapt in a modern workplace environment with proper work ethics of a good citizen. The skills to promote global citizenship include technical, non-cognitive, ICT and other complementary employability skills. Analysis of literature revealed that there should be a coordinated effort between vocational colleges and industry which, accordingly, would help to produce a skilled workforce that supports both economic policy and the actual needs of employers and at the same time considering safety of others (Abdul-Azizi et al., 2020; Chalapati & Chalapati, 2020). However, stereotypes by some sections of society negatively impact the

image of TVET. The stereotypes include inequalities to access due to cultural and gender stereotype, discrimination based on disability, race, and origin (Chakamba et al., 2013).

Technical Skills

Beyond the theoretical understanding of entrepreneurship, children and youth need to be supported in the development of core life skills to ensure that they can effectively achieve the objectives of the TVET programmes. School TVET system in Zimbabwe has gone through some reorganisation to meet new skills needed for work and has incorporated learning of new technologies and aspects of design, departing from imparting only craftsman skills (Dokora, 2015, p.17). For instance, the addition of the design component to each subject is meant to inculcate critical thinking and problem-solving skills in students. Nherera (2018) argues that TVET should move away from teaching craft artisanal skills and include science-based technological activities to promote scientific and mathematical skills application. Nherera further suggests that design and technology should be part of the core learning areas of every child from Early Childhood Development (ECD) to lay a solid base of key knowledge and skills needed for the future of socio-economic growth in Zimbabwe. Design courses offer students a rare opportunity to develop the minds of children through disciplined and systematic application of the design process in a way that creates curiosity, persistence, imagination, and self-confidence and enhance good citizenship (ILO, 2018). The arguments, therefore, suggest that TVET education is for empowerment and not just for employment. Graduates from the TVET sector must have skills that are in sync with what is expected for the future of work, and this must reflect in the rate of graduate employability after completing their training, and not based on the through- put rate of graduates (Zimbabwe National Critical Skills Audit Report, 2018, p.66).. It is envisaged that skills acquired should empower people to adapt to different environments and help in sustaining their livelihoods. The links can also go further to help in collective efforts in student career guidance, curriculum development, reviews, assessments, and resource sharing (Bahl, et al., 2019).

Non- Cognitive Skills

Non-cognitive soft skills development is becoming a key requisite for employment because these skills have shown to have a positive effect on job performance and employability in general. Soft skills are defined as interpersonal or behavioral skills needed to apply technical skills and knowledge in the work-place (Taylor, 2016). Possession of soft skills has become a strong consideration by employers, to the extent that some firms place soft skills as their priority in recruiting employees (Amirudin, et al., 2016). Therefore, training institutions starting from school level must ensure that their trainees acquire these soft skills so that their graduates are accepted for employment after schooling. Studies done in different countries continue to conclude that soft skills are now equally important together with technical skills for employability.

These soft skills will help in communication, writing of reports, general information sharing in the workplace and professionalism, teamwork, leadership, conflict management, negotiation, and ethics (Jonck & van der Walt, 2015; Taylor, 2016). A study in Zimbabwe by Mapetere, Chinembiri and Makaye (2015) found that students are taught civic education, soft skills, subject knowledge, technical skills, and communication to improve employability of graduates. All the defined skills must be properly identi-

fied and proportionately packaged in a curriculum document to capacitate each learner to the fullest potential of a good citizen.

Infusion of Emerging Technologies in TVET

Technological developments are making it equally important to capacitate learners at all levels with information and communication technology (ICT) skills for them to take up jobs in emerging new professions characterised by digitisation, automation and require application of ICT skills (UNESCO, 2015; Dengler, & Matthes, 2018). It is well acknowledged by World Economic Forum (2016) that probably 65% of today's children will take up jobs that do not currently exist due to the fast technology changes in the workplaces. In turn, learners need to be equipped with computer application skills for them to transform to a culture of digitisation and automation needed for the future of work in the fourth industrial revolution (4IR

Globalisation and the 4IR are changing work skills and competence demands from graduates. Adaptability of new graduates in the workplace is closely related to the extent to which education systems convey general skills together with specific job competences (ibid). Curriculum outcomes must embrace new technologies that enhance adaptability, problem solving and analytic skills. The risk of providing training programmes that have a focus on job-specific skills, as in the skills supply-driven approach in Zimbabwe; is that the skills can be obsolete by the end of a training cycle due to the changing technologies, training lag and when the structure of occupations change (Bahl, et al, 2018;.

General skills pertain to some overarching skills that improve efficiency of a worker in the workplace such as literacy, numeracy, science skills technical aptitude (Taylor, 2016). Social and interpersonal skills include communication, teamwork skills, how to network and build relationships, how to access and assimilate information, make sense of company culture and values, and assertiveness. Transversal skills cut across daily operation needs and include creativity, problem solving and critical thinking skills in general. As such, TVET educational programmes must strike a balance between teaching job-specific and general skills which are coupled with good citizenship values (Mabhanda, 2017).

FUTURE RESEARCH DIRECTIONS

This chapter provides insights to the role of TVET in enhancing global citizenship in a Zimbabwean context and contributes to knowledge on TVET in developing country contexts as well. However, the systematic literature review used as a research method for this chapter has a limitation in providing other necessary empirical evidence. Research could be an in-depth study of TVET in Zimbabwe using a broader perspective for gathering data by interviewing all stakeholders such as industry leaders, TVET providers, policy makers, students, and parents. Observation from literature reveals that the majority of the countries in Southern Africa have a national focus on citizenship education, with some global elements. The broader international focus associated with GCED was not evident perhaps with the exception of South Africa. Further research, including alternative methodologies, should be undertaken to confirm this observation (Keevy & Matlala, 2016).

CONCLUSION

There is ample evidence that effective and relevant TVET can play an essential role in enhancing global citizenship. It is evident from literature that TVET curriculum for future of work in Zimbabwe must foster employability of its school and college leavers. It can be acknowledged that there are and will be new jobs created due to technological advancements and learners must be prepared with skills to adapt to such changes for them to be employable with good global citizenship ethos. However, many training institutions in Zimbabwe do not expose students to the use of ICT gadgets and may not cope with the future of work that depends on digitisation and automation. Students from some sections of the society did not have adequate computer skills to work on their own and were not fully oriented to using digital technologies. The new jobs require new graduates to possess sustainable skills but without neglecting the essential and relevant hard and generic skills needed for employment and good citizenship.

The findings reveal that the school TVET system in Zimbabwe has not managed to produce multi-skilled workforce with a balanced mix of critical skills for future jobs necessary for industrialization and modernization. This is despite that the country's education system went through some reorganisation to incorporate the learning of new technologies and aspects of design, departing from imparting only craftsman skills to meet new skills needed for work (Dokora, 2015, p.17). For example, Nherera (2018) proposes that design and technology should be part of the core learning areas of every child from ECD to lay a solid base of key knowledge and skills needed for the future of socio-economic growth in Zimbabwe. This will enhance the concept of global citizenship in the learners from a young age as enshrined in the human capabilities approach theory.

While the government has helped to set the scene at the national level through the introduction of NASS in all TVET institutions, several challenges remain on different fronts, calling for urgent actions by various stakeholders. There must be stronger emphasis on the teaching of various soft skills, to inculcate good work ethics and enhance values of good citizenship in the TVET graduates. Observation from literature reveals that the majority of the countries in Southern Africa have a national focus on citizenship education, with some global elements. There is need for a reconceptualization of TVET in line with the rapid developments in information and communication technology and changing demands in industry to incorporate elements of GCED.

REFERENCES

Afeti, G., & Adubra, A. L. (2012). *Lifelong technical and vocational skills development for sustainable Socio-economic growth in Africa*. ADEA Triennial Publication.

African Center for Economic Transformation (ACET). (2018). *The Future of Work in Africa: Implications for Secondary Education and TVET Systems*. Background Paper. Author.

Allais, S. (2012). Will skills save us? Rethinking the relationships between vocational education, skills development policies, and social policy in SA. *International Journal of Educational Development*, *32*(5), 632–642. doi:10.1016/j.ijedudev.2012.01.001

Amiruddin, M. H., Ngadiman, N., Abdul, K. R., & Saidy, S. (2016). Review of soft skills of TVET trainees from the Malaysian Advanced Technology Training Centre (ADTEC). *Journal of Technical Education and Training, 8*(1), 14-24.

Bahl, A., & Dietzen, A. (Eds.). (2019). Work-based Learning as a Pathway to Competence-based Education. A UNEVOC Network Contribution.

Banerji, A., Lopez, V., McAuliffe, J., Rosen, A., Salazar-Xirinachs, J. M., Ahluwalia, P., Habib, M., & Milberg, T. (2014). An 'E.Y.E.' to the Future: Enhancing Youth Employment. In *Education and Skills 2.0: New Targets and Innovative Approaches.* Geneva. World Economic Forum.

Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, *9*(2), 27–40. doi:10.3316/QRJ0902027

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. doi:10.1191/1478088706qp063oa

Chakamba, J., Jumo, C., Edziwa, X., & Chiweshe, M. (2013). The demise of technical subjects: The case of selected high schools in Harare: Zimbabwe. *International Journal of Education*, *5*(3), 172–183. doi:10.5296/ije.v5i3.3918

Chalapati, N., & Chalapati, S. (2020). Building a skilled workforce: Public discourses on vocational education in Thailand. *International Journal for Research in Vocational Education and Training*, *7*(1), 67–90. doi:10.13152/IJRVET.7.1.4

Coltart, D. (2012). *Education for Employment: Developing skills for Vocation in Zimbabwe*. Presented at the *African Brains Conference at the University of Cape Town*.

Commission of Inquiry into Education and Training (CIET). (1999). Nziramasanga Report on the Presidential Commission of Inquiry into Education and Training. Harare: Government Printers.

Council of Europe. (2012). *Global Education Guidelines: concepts and methodologies on global education for educators and policy makers.* Global Education Week Network in coordination with the North-South Centre of the Council of Europe.

Dengler, K., & Matthes, B. (2018). The impacts of digital transformation on the labour market: Substitution potentials of occupations in Germany. *Technological Forecasting and Social Change, Elsevier*, *137*(C), 304–316. doi:10.1016/j.techfore.2018.09.024

Dokora, L. (2015). *The Curriculum Framework for Primary and Secondary Education 2015-2022*. Ministry of Primary and Secondary Education, Government Printers-Approved by Cabinet on 22 September 2015.

Geresu, B.S. (2017). Impact of competence-based training on employability of Technical and Vocational graduates in Ethiopia. *Tuning Journal for Higher Education, 5*(1), 101-119. doi: (1)-2017pp101-119 doi:10.18543/tjhe-5

Gessler, M., & Siemer, C. (2020). Umbrella review: Methodological review of reviews published in peer-reviewed journals with a substantial focus on vocational education and training research. *International Journal of Educational Research in Vocational Education and Training*, *7*(1), 91–125. doi:10.13152/IJRVET.7.1.5

ILO. (2018). *Skills and jobs mismatches in low- and –middle income countries*. International Labour Office.

International Labour Organisation (ILO). (2016). *ASEAN in Transformation: How technology is changing jobs and enterprises*. Working paper 10. ILO.

Jonck, P., & van der Walt, F. (2015). Graduate employability Skills: Differences between the Private and Public Sector in South Africa. *Mediterranean Journal of Social Sciences*, *6*(3), 345–352. doi:10.5901/mjss.2015.v6n3s2p345

Keevy, J., & Chakroun, B. (2015). *The use of level descriptors in the twenty-first century*. UNESCO.

Keevy, J., & Matlala, R. (2016). *Global Citizenship Education in Southern Africa: A desktop review of understanding and applications of GCED in Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe*. Jet Education Services.

LEDRIZ. (2016). *Employment creation potential analysis by sector.* A paper by the Labour and Economic Development Research Institute of Zimbabwe (LEDRIZ) for the International Labour Organisation (ILO).

Mabhanda, W. (2017). Promoting Tvetisation and Innovation through Industrial attachment of Lecturers: The case of one Polytechnic College in Zimbabwe. *International Journal of Economics*, *Business and Management Research*, *1*(02), 153–166.

Mandebvu, O. S. (1994). *Grappling with the Dichotomy of Youth Unemployment and the Education needs of a developing economy: The case of Zimbabwe.* Paper presented at the 16th Comparative Education Society in Europe (CESE) Conference, Copenhagen, Denmark.

Mandebvu, O. S. (1996). Relevance of School Education to Employment Expectations of Employers in Harare. *Zimbabwe Journal of Educational Research*, *8*(1), 12–26.

Mapetere, K., Chinembiri, C., & Makaye, J. (2015). Students and lecturers' perceptions of National and Strategic Studies at Teachers Training Colleges in Zimbabwe: A Brand of Citizenship Education. *International Journal of Asian Social Science*, *2*(9), 1579–1590. http://www.aessweb.com/journal-detail.php?id=5007

Maravanyika, O.E., Ngwata, W.S., & Colclough, C. (1990). *Education in Zimbabwe: Issues of Quantity and Quality*. A joint Swedish/Zimbabwe Education Sectors, SIDA.

Marovah, T. (2019). Citizenship formation through curriculum and pedagogical practices: Evidence from two Zimbabwean teachers' colleges. *South African Journal of Education*, *39*(2), 1–10. Advance online publication. doi:10.15700aje.v39ns2a1411

Maunganidze, L., Faimau, G., & Tapera, R. (2016). Graduate Employability in Botswana: Challenges and Prospects. *Journal of the Botswana Educational Research Association*, *19*(1), 13–29.

Mbongwe, J. (2018, Oct. 21). Graduate employability and Higher Education Responsiveness: The debate rages on. *Sunday Standard*.

Moyo, N., Chinyani, H., & Mavhunga, P. J. (2011). Towards a Citizenship Education for Zimbabwe. *Zimbabwe Journal of Educational Research*, *23*(3).

Munikwa, S., & Pedzisai, C. (2013). Perceptions of in-service teachers on learning/teaching of citizenship education: A case study of Chinhoyi University of Technology, Mashonaland West Province, Zimbabwe. *International Journal of Humanities and Social Science*, *3*(14), 121–129.

Munyoro, G., Makota, B., & Tanhara, J. R. (2016). The significance of entrepreneurial culture in Vocational Training Centres: A case study of Mupfure Vocational Training Centre, Mashonaland West, Zimbabwe. *International Journal of Research in Business Management*, *4*(10), 55–70.

Mupinga, D., Burnett, M. F., & Redmann, D. H. (2005). Examining the purpose of technical education in Zimbabwe's high schools. *International Education Journal*, *6*(2), 75–83.

Murinda, E. (2014). *Skills Training and the Employment of Young People in Zimbabwe: An Analysis of the Technical and Vocational Education and Training (TVET) and the Employment Situation of Young People in Zimbabwe*. Government Printers.

Nefdt, J. (2015). *The Life Skills programme in the National Certificate Vocational (NCV) and 'employability'–A Human Capital Development* (Unpublished Masters Dissertation). University of Western Cape.

Nherera, C. (2004). Vocationalisation of Secondary Education in Zimbabwe: An examination current policies, options and strategies for the 21st century, Zimbabwe. Zimbabwe Journal of Educational Research, 26(2).

Nherera, C. (2018). Rethinking Technical and Vocational Education and Training in the context of the New Curriculum Framework for Primary and Secondary Education 2015-2022. *Zimbabwe Journal of Educational Research*, *30*(1).

Nussbaum, M. (2002). Education for citizenship in an era of global connection. *Studies in Philosophy and Education*, *21*(4-5), 289–303. doi:10.1023/A:1019837105053

Nussbaum, M. C. (2006). Education and democratic citizenship: Capabilities and quality education. *Journal of Human Development*, *7*(3), 385–395. doi:10.1080/14649880600815974

Nyakudya, M. (2011). Interactive teaching methods in national and strategic studies in teacher training colleges: Defeating the myopia of patriotic history and political expediency [Special issue]. *Zimbabwe Journal of Educational Research*, *23*(1), 26–43.

Nyika, R. (2018). Impact of integrated skills, Outreach Programme (ISOP) in Shurugwi District. *TVET Journal in Zimbabwe, 1*(1).

Oluniyi, O. (2011). Country report: Citizenship education and curriculum development in Nigeria. *Journal of Social Science Education*, *10*(4), 61–67. doi:10.4119/jsse-578

Pacho, T. O. (2020). Global citizenship education in the era of globalization. In J. Keengwe (Ed.), Handbook of research on diversity and social justice in higher education (pp. 274-291). IGI Global. doi:10.4018/978-1-7998-5268-1.ch016

Schoeman, S. (2006). A blueprint for democratic citizenship education in South African public schools: African teachers' perceptions of good citizenship. *South African Journal of Education*, *26*(1), 129–142.

Schwendimann, B. A., De Wever, B., Hamalainen, R., & Cattaneo, A. A. P. (2018). The State-of-the-Art of Collaborative Technologies for Initial Vocational Education: A Systematic Literature [Review]. *International Journal of Research in Vocational Education and Training*, *5*(1), 19–41. doi:10.13152/IJRVET.5.1.2

Sheppard, C., & Ntenga, L. (2015). *Funding of the South African Further Education and Training Sector for an Equitable Sharing of National Revenue*. Independent Constitutional Advisory Institution.

Tawil, S. (2013). *Education for 'Global Citizenship': A framework for discussion.* UNESCO Education Research and Foresight (ERF) Working Papers Series, 7. UNESCO.

Taylor, E. (2016). Investigating the perception of stakeholders on soft skills development of students: Evidence from South Africa. *Interdisciplinary Journal of e-Skills and Lifelong Learning, 12*, 1-18. Retrieved from http://www.ijello.org/Volume12/IJELLv12p001-018Taylor2494.pdf

UNESCO. (2015). *Rethinking Education: Towards a global common good*. UNESCO Publishing.

UNESCO-ROSA. (2019). Global Citizenship Education in Southern Africa Learning to live together-the role of teachers. Report of a networking meeting 28-29 October 2019 Johannesburg, South Africa.

World Economic Forum. (2016). *The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution*. Global Challenge Insight Report.

Woyo. (2013). Challenges facing Technical and Vocational Education and Training institutions in producing competent graduates in Zimbabwe. *Open Journal of Education, 1*(7), 182-189.

Zimbabwe. (2008). *National report on the status of education*. 48th session of UNESCO International Conference on Education, Geneva, Switzerland.

Zimbabwe. (2018). *National Critical Skills Audit Report*. Ministry of Higher and Tertiary Education Science and Technology Development, Harare.

Zimmermann, R. (2017). *Germany Exports a secret of its success: Vocational Education*. Federal Institute for Vocational Education and Training.

Zuva, J., & Zuva, T. (2020). Enhancing sustainable lifelong learning through Competency Based Education and Training in Zimbabwe Polytechnics. *International Journal of Business and Management Studies, 12*(1).

ADDITIONAL READING

Butera, J. B. (2013). *Trends in Global Citizenship Education in Africa*. Technical Consultation on Global Citizenship Education.

Davies, I., Gregory, I., & Riley, S. C. (1999). *Good Citizenship and Education Provision*. Falmer Press.

Hooghoff, H. (2008). Education implies citizenship: Developing a global dimension in Dutch education. In M. A. Peters, A. Britton, & H. Blee (Eds.), *Global citizenship education: Philosophy, theory and pedagogy* (pp. 445–458). Sense Publishers., doi:10.1163/9789087903756_029

Mravcová, A. (2016). Practical implementation of global citizenship education at the Slovak University of Agriculture. *International Journal of Development Education and Global Learning*, *8*(1), 57–77. doi:10.18546/IJDEGL.8.1.05

Schattle, H. (2009). Global citizenship in theory and practice. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship*. Routledge.

Stedman, N. L. (2016). *Teaching locally, engaging globally: creating a community of global of global thinking fellows*. University of Florida.

KEY TERMS AND DEFINITIONS

4th Industrial Revolution (4IR): It is the fusion of advances in artificial intelligence (AI), robotics, the Internet of Things (IoT), genetic engineering, quantum computing, and many more.

Citizenship Education: It is education that gives people the knowledge and skills to understand, challenge and engage with democratic society including politics, the media, civil society, the economy, and the law. The education promotes citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

Curriculum: Curriculum is viewed as the summation of all in-tended and unintended teaching and learning experiences in an educational context (Kelly, 2004).

Employability Skills: These are transferable skills needed by an individual to make them employable such as, communication, problem-solving, decision making and teamwork.

Globalisation: An era characterised by intense interconnectivity and interdependence in almost all spheres of life.

Inequality: Refers to the phenomenon of unequal and/or unjust distribution of resources and opportunities among members of a given society.

TVET (Technical and Vocational Education and Training): It is education and training which involves, in addition to general education, the study of technologies and related sciences and acquisition of practical skills relating to occupations in various sectors of economic life and social life, comprises formal, non-formal and informal learning.