

among the key actors: universities, industries and the government.

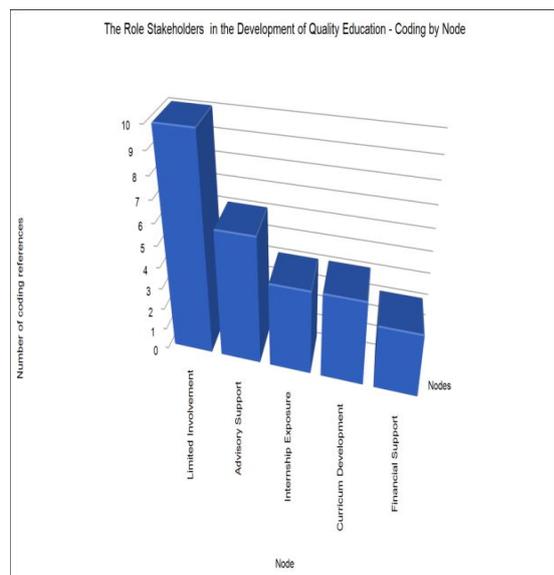


Figure 2. Role of Stakeholders involved in Development of Quality Education
Source: Research Results (2018)

The writer Vaivode [17] see the purpose of innovation policy as to select a desirable future and facilitate its realization. Innovation is defined as what comes out when science, technology, and innovation have a common linkage. Policy planners, therefore, need to involve all stakeholders in order to get involvement of all relevant key players. In this instance the universities, industries and the government are key players. The universities, of course would require the involvement of parents, teachers, students, etc. If all key players get involved and come up with basic innovations having entrepreneurship is the driving force of innovations, for the education policies, Zimbabwe can be assured of economic growth, welfare and the improved standard of living of the citizens.

On the other hand, there are four respondents out of 20 who said that stakeholders are involved in internship exposure for students. The other four respondents reveal that stakeholders are involved in curriculum development, whereas three reveal that they offer financial support services. Although all stakeholders may want to be involved in the production of quality education, not all of them are involved in decision-making. Only administrators, teachers and elected officials such as the school board are involved in the production of quality education. Also some stakeholders are involved in the production of quality education by financing some of the students undergoing industrial attachment. Some train the students during the industrial attachment period. The emphasis is that industries are very active because

they take interns for the practical aspect and to help them gain the exposure on particular fields under studied by students. When students get attached in the industries, the industries also give feedback on their performance to universities and get involved in the designing of the curriculum.



Figure 3: Who should be Involved in Development of Educational Policy
Source: Research Results (2018)

Figure 3 visually represented the key players that the respondents thought should be involved in policy planning and development and the general answer was that everyone was to be involved in policy planning and development. A list that was given in Figure 3 included the following: students, industrialists, curriculum planners and innovators, parents and the community, and government officials. Clearly, all students, industrialists, curriculum planners and innovators, government officials, parents and the community should be involved in policy issues. The list also included the politicians, Members of Parliament, chief executives and senior administrators, influential people in national associations representing various interest groups, Employers Associations, Chambers of Commerce and Trade Unions and the researchers from universities or other tertiary institutions.

The analysis bar chart in Figure 4 provides a beautiful summation of the comparatives and the coding references in numbers and percentages. Out of the 20 respondents 14 of them forming 20.9% of the targeted population site that universities and industries should be more involved in the planning and development of educational policy. Eleven respondents were saying that all stakeholders including the government should be involved in development of educational policy in Zimbabwe.

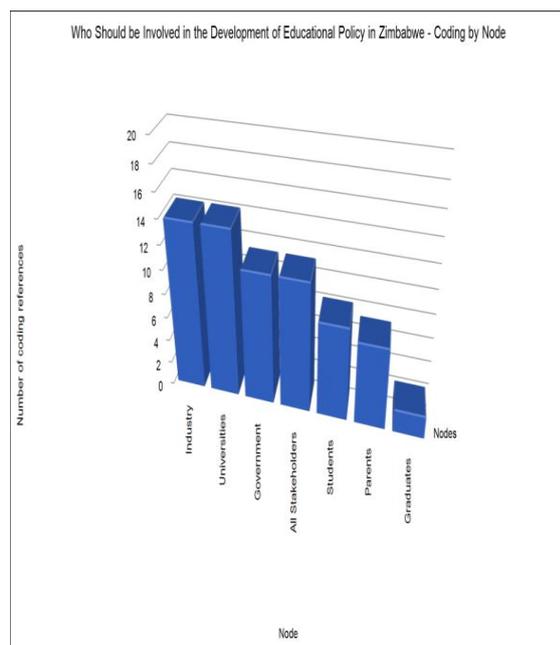


Figure 4: Who should be Involved in Development of Educational Policy

Source: Research Results (2018)

The eight spoke about students, seven mention parents and only two out of the 20 respondents see graduates' involvement in planning and development of educational policy key. The relevant ministries should be involved in the development of policy and need to do that with relevant stakeholders. The importance of collaboration and involvement of many players in policy planning and development is upheld by Waghid [18] and Vaivode [17]. The weight is given to all stakeholders but more weight seems to hinge on government, universities and industry.

In his writing, Garwe [5] collected the opinions of the parents and the community concerning an important observation that massive education in Zimbabwe led to huge investments into education. This led to a decline in public funding, hyperinflation and economic mismanagement. The highly educated labour amongst the parents and community population were also heard demanding high salaries and incentives as cited by Mawere [11]. All these cries from students, parents and community if considered by policy planners would assist in coming up with strategies on how to handle the education and training challenges and barriers and work together towards bringing solutions. In agreement, Waghid and Davids [18] promote partnership of key players in order to bring lasting change. A creation of universities where cosmopolitanism is a virtue to be taught in universities in order to eradicate political dictatorship and mass enslavement is created. In such a scenario friendship is developed and an experience of freedom and quality is created as ideas are being suggested. Different stakeholders get to contribute to

stabilizing the economy and adding new jobs, if ideas are implemented appropriately. Universities can form partnerships with private colleges and other universities, businesses, and civil society organizations. By tailoring curricula and training programmes to local market needs, African higher education institutions, and of course, Zimbabwean institutions included, can develop new funding streams and respond directly to the unemployment problem [14].

10. Conclusions

Since curriculum content is key in developing attributes of graduates, Zimbabwe is encouraged to promote democracy in education by involving all stakeholders in planning and development of programmes in order to produce graduates that are employable. The emphasis is on creating democratic education and contributing to making Zimbabwean education democratic, fair, equitable, non-racial and non-sexist. Zimbabwe needs to achieve fairness and equity in education.

11. Recommendations

1. Universities should re-engage industry and other stakeholders so as to redesign curricular that will solve problems and bring a lasting change. The universities will then categorize their programmes according to the critical manpower shortage areas. The companies in turn should be informed to provide feedback in scientific and technological requirements of industry and commerce and assess programmes to ensure the right skills are imparted. The employability skills can be placed at the centre of organizations' strategic plans. Access to work placements needs to be widened.
2. It is highly recommended that the government, ministries and universities partner with each other and all stake holders in education policy issues. Parents, teachers, principals, community advocates, business leaders, community agencies and general citizens should become active partners. Engaging in such a collaborative process would bring lasting change. Proposals that are made need to be followed and continuous stakeholder consultation should never wait for a crisis. The voices of all stakeholders need to be heard.

12. Conclusion

The hope is that the government, universities and industries with all relevant stakeholders would have constructive consultations and be able to come up with new education policies and new reforms that will bring a renaissance in the Zimbabwean economy. The

leaders would be in a position to listen to every voice of the people, juggle around all voices then present alternative viewpoints amicably and change would be managed appropriately. The different stakeholders' contributions in education and economic policy issues are expected to produce new language, posture, position and direction that Zimbabwe could take to stabilize the economy. A new stable season would be marked. This would be a season when values are corrected and projected towards economic recovery, industrialization of the economy and creation of employment.

13. References

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