



ZIMBABWE

**SPEECH BY THE GUEST OF HONOUR, THE HONOURABLE
DEPUTY MINISTER OF HIGHER AND TERTIARY EDUCATION,
SCIENCE AND TECHNOLOGY DEVELOPMENT, ON THE THEME
"TRANSFORMING LEARNING, RESEARCH AND INTELLECTUAL
EXCELLENCE FOR ACCELERATED HUMAN CAPITAL
DEVELOPMENT."**

**By
Guest of Honour**

**The Deputy Minister of Higher and Tertiary Education, Science
and Technology Development**

Hon. Dr Godfrey Gandawa (MP)

At Harare Polytechnic

22 AUGUST 2015; HARARE

Address By the Guest of Honour, the Honourable Deputy Minister of Higher and Tertiary Education, Science and Technology Development, Dr Godfrey Gandawa (MP) at the Graduation and Prize Giving Ceremony at Harare Polytechnic, Harare, 22 August 2015

SALUTATIONS

- The Director of Ceremonies; **Mrs. D. T. Ruziwa**
- The Principal of Harare Polytechnic; **Eng T. Mudondo**

- The Resident Minister of the Harare Metropolitan Province, **Honourable Madam M. Chikukwa**

- Honourable Ministers and Members of Parliament here present

- Public Service Commissioners here present

- The Director of Tertiary Education Programmes in the Ministry of Higher and Tertiary Education, Science and Technology Development, **Mr. J. T. Dewah** and other Senior Government Officials here present

- The Chairperson, Mr. L. Gudza and other Members of the Advisory Council of Harare Polytechnic

- Principals from Sister Polytechnics and Teachers' Colleges

- Captains of Commerce and Industry here present,

- Harare Polytechnic Lecturers and Non-Lecturing members of Staff,

- Parents and Guardians

- Graduands and Students

- Ladies and Gentlemen

Distinguished Guests, Ladies and Gentlemen, I am happy to be guest of honour to witness this prime occasion when we celebrate the epitome of achievement in the Transformation of learning, research and intellectual excellence for accelerated human capital development in lives of our graduands.

It is clear that for the graduands, the future holds great opportunities irrespective of the economic challenges skills gained here will not be eroded and the economy will surely be turned-around. Yes, I contend, the future is bright for the graduands, because TVET is the cornerstone of an economic recovery and further development. Since its establishment, Harare Polytechnic has remained and continues to execute its key mandate of provision of Human Capital Development through Tvetisation and Cbetisation processes. This has earned the institution both local and international recognition. I take pride to reiterate that over the years Harare Polytechnic has created an environment that fosters continual innovation, fearless experimentation, structured and disruptive innovations that has maintained a progressive momentum. This is observed by the various developmental projects taking place in this institution.

The vision of His Excellency the President Cde R.G Mugabe and ZIM-ASSET mandates my Ministry to develop critical human capital that should become critical cogs in unlocking and unpacking the much needed impetus to our economic revival and it is through such endeavours that the goals of the ministry can be realised.

Polytechnics by design must be the anchor of skills and competence development without negating the critical thinking, progressive processes of harnessing and harvesting developmental knowledge management systems.

Distinguished guests, ladies and gentlemen, in all these endeavours, Total Quality Management (TQM) should be the anchor of your discourse, ensure participative approach to management, systematic approach to planning and implementation as a constant organisational learning process and improvement. **Like I have always said, ZIM-ASSET is not just a misguided talk; ZIM-ASSET is action or must be action. It must be emphasised, ZIM-ASSET is not just a slogan. ZIM-ASSET should focus on exceeding the populace's expectations, identifying problems, building commitment and ensuring that all your works are grounded in quality, innovation and a continuous improvement culture. It's high time we need to get rid of people who just talk ZIM-ASSET in our system without practising it.** To get rid of them we surely need proper monitoring and evaluation mechanisms.

It is essential to monitor and measure the performance of the business through effective control systems. It's easy to forget how many times in a year an employee does not conform to a controlled procedure or how many times a piece of equipment was down due to unplanned maintenance and poor monitoring and evaluation. If strict documentation is maintained, you will be able to objectively quantify and qualify areas for improvement and focus your efforts where they will provide the greatest return of both your time and financial investment.

In transforming learning, the breakneck of speed of change in today's society creates enormous challenges for educational institutions at all levels. The big paradox is, how do we educate a skilled workforce, sensitive professionals and responsive citizens who are able not only to cope with change but also to adopt required roles as practical agents of change? It is my strong view that institutions of higher learning must deal with conceptual and theoretical aspects of transition, transformational processes and human development. **Institutions of higher learning should not just issue populist statements like ZIM-ASSET this , ZIMASSET that, socio economic development etc. with no tangible things to show.** We need to examine ways in which educational theory and praxis understands concepts of change and development. Our educational system should not only focus on intellectual perspectives hence the need for Tvertisement and surely our educational system has serious implication for the future. **We must understand this-our educational system has serious implication for the future. Hence it must be reinvigorated.**

Ladies and gentlemen, we haven't achieved significant transformation of teaching and learning facilitated by technology, to achieve this, we must champion learning technologies that are **learner-centric and malleable**, such that they address the needs of individual learners and can take advantage of the power of network effects. You know, after reading an article by Prof Michael D Bush and Prof Jonathan D Matt, it got me thinking; as they went deep into history of technology, saying, 1960s was a decade of upheavals, and they also say it was a decade of dreams, full of grand visions of a better world. Just like we dream now.

At the beginning of that momentous era, actor Bob Cummings helped fuel the national fascination with flying cars when he purchased and piloted an Aerocar on his TV shows (Chuck, 2008). With similarly futuristic vision, Stanford philosopher Patrick Suppes predicted in a 1966 **Scientific American** article that **“in a few more years millions of school children will have access to what Philip of Macedon’s son Alexander enjoyed as a royal prerogative: the personal services of a tutor as well informed and responsive as Aristotle” (Suppes, 1966p201)**. Unfortunately, both visions of the future have proven too optimistic. Surely, the sky is not filled with flying cars and every child is not blessed with services of their own private “Aristotle”

The questions are; why haven’t our most visionary dreams been realised? Why hasn’t technology dramatically improved learning? The promised technology-driven transformation of education seems tantalisingly just out of reach. You see, we are left to ask, metaphorically, **“Man, where is my flying car?”** I therefore, **argue here that educational reformers and academic technology strategists are waiting in vain for the promised revolution in teaching and learning because we have consistently, almost single-mindedly, used technology to automate the past instead of employing our best thinking and efforts to create a new future.** Specifically, otherwise well-intentioned reformers have missed opportunities to create learning content and tools that are open, modular, practical and interoperable that wishes to create the future rather than dwelling on the past.

We must use our indigenous knowledge to design our future. Indigenous knowledge has value, not only for the culture in which it develops, but also for scientists and planners seeking solutions to community challenges. ZIM-ASSET should be a guide to national developments and a foster for innovation. Innovation is an outcome of applied research.

Applied research must address practical problems and challenges in industry and communities through import substitution, appropriate technology, cost reduction and beneficiation and appropriate knowledge management systems implementation. Mchombu (2000) advocates for a revolution which will see Africans being able to define their own knowledge rather than depend on foreign thinkers.

Polytechnics or universities gain relevance not just by the content of their training or education, but by the experiments of identity that participants can engage in while there and after graduation and the impact they discharge to the community. Our education system must have the capacity to create a new graduate and at the same time arouse an explorative mentality capable of generating knowledge and open up new opportunities. It is my considered view that the graduating students were properly grounded in the areas of research, knowledge mobilisation, innovation and creativity.

It must be noted and recorded here that His Excellency, the President Cde R.G Mugabe views education, technology and human capital development as the fundamental source of economic growth and development. Empires of natural resources without the necessary transformative human capital with the necessary knowledge, skills and competence is useless. Human capital is a source of both increased productivity, development, value addition and beneficiation and technological advancement. In fact the major difference between the developed and developing countries is the rate of progress in human intellectual and social capital development. The under developed countries need human capital for expanding and improving government services to introduce new system of land use, to develop new means of communication, and carry forward industrialisation and to build an education system capable of metamorphosing in the ever changing global landscape.

Without improving school quality, developing countries will find it difficult to improve their long run economic performance. **Continually improving human capital is vital for economic growth and projected prosperity through "continuously focusing and refocusing on education" being the principal instrument for positive transformation.** It is my ministry's projected assignment to see to it that relevant and appropriate human capital is developed.

In that regard all institutions of higher learning must consolidate the legacy of His Excellency, the President of producing graduates of repute who are not only intellects but entrepreneurs, technopreneurs, employment creators and economy growers, citizens who are responsible and productive, scientists, technologists and researchers who will bring solutions to Zimbabwean challenges.

Iwe neni tine basa, Wena lami sine musebenzi, We all got work to do;

Let's do it.

Makorokoto, Congratulations, Amhlope

I thank you.