



ZIMBABWE

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**ADDRESS BY THE GUEST OF HONOUR, THE HONOURABLE DEPUTY  
MINISTER OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND  
TECHNOLOGY DEVELOPMENT ON THE THEME "*TRANSFORMING  
TEACHER EDUCATION THROUGH RESEARCH FOR EFFECTIVE  
IMPLEMENTATION OF Zim-ASSET*"**

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***Dr. Godfrey Gandawa (MP)***

***AT MORGENSTER TEACHERS' COLLEGE  
GRADUATION CEREMONY***

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***FRIDAY 21 AUGUST 2015, MASVINGO***

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## **SALUTATIONS**

- Director of Ceremonies: The Acting Vice Principal, Mrs O. Makura;
- The Principal of Morgenster Teachers' College, Mrs R. Chipato;
- The Governor and Resident Minister of Masvingo, Mrs S. Mahofa;
- Members of Parliament here present;
- The Vice Chancellor of the University of Zimbabwe or his representative;
- University of Zimbabwe, Department of Teacher Education Coordinator for Morgenster Teachers' College, Mr Mavhundutse;
- The Director of Tertiary Education Programmes, Mr. J.T. Dewah or his representative;
- The Chief of the area, Mambo Mugabe
- The Mayor of Masvingo
- The Moderator of the Reformed Church in Zimbabwe, Dr. R. Rutoro
- The College Advisory Council Chairperson and council members present;
- Principals of Sister Colleges and Heads of other Institutions here present;
- Senior Government Officials ;
- Morgenster Teachers' College Staff and students;
- Distinguished guests;
- Parents, Guardians and Spouses of Graduands;
- Ladies and Gentlemen.

Ladies and gentlemen, I am happy to be Guest of Honour at this auspicious occasion. We are gathered here to bear witness to intakes 15 and 16 who are graduating today.

Your theme is "***TRANSFORMING TEACHER EDUCATION THROUGH RESEARCH FOR EFFECTIVE IMPLEMENTATION OF ZIM-ASSET.***"

This is a befitting theme given the era we are living in. ZIM-ASSET is all about transformation of our communities, systems, practices as well as structures which have impeded socio-economic growth for decades in our nation.

The goal of ZIM-ASSET is "***Towards an empowered society and a growing economy.***" Empowerment, ladies and gentlemen, entails the promotion of participation of all individuals towards the achievement of personal, organizational, community as well as national goals for improved social justice. Transformation refers to radical change that orients a system in a new direction and takes it to an entirely different level of effectiveness. An envisioned transformation of a system requires radical processes and procedures for systems realignment to the desired state.

Transformation calls for critical thinkers and people who are not fearful and lazy. Transformation calls for visionaries. Transformation is always resisted by bureaucrats hence there is need for visionaries to be ready for a revolution if we are to grow the economy through ZIM-ASSET. The bureaucrats are stuck to their old ways of doing things and are rigid. Surely ZIM-ASSET cannot be driven by these kind of people. We are living in hard times and hard economic times require that we don't practice bureaucracy. Bureaucracy destroys economies and people.

To emphasize this point, I want to quote one Laurence Gonzale;  
**"Bureaucracies force us to practice nonsense. And if you rehearse nonsense you may one day find yourself the victim of it"**

When you practice bureaucracy, you destroy the country, when you practice bureaucracy, you are a hindrance to ZIM-ASSET, when you practice bureaucracy you cease to control your own life. To buttress my point I quote Kollontai Alexandra who said **"Some third person decides your fate; this is the whole essence of bureaucracy"**

Let me reassert that, economic transformation through ZIM-ASSET does not require bureaucrats but requires that we make hard decisions and decisions must be made now. Decisions must also be made after thorough research. Decisions must not be made based on assumptions but on facts generated through knowledge, knowledge attained from empirical evidence an out-come of research.

Ladies and gentlemen, my ministry places great emphasis on research and development. Research should be the key pillar of ZIM-ASSET, and teacher education should be anchored on research. In my view, it must not be an accident that some of the best researchers are also excellent teachers. While some strong researchers who are not good teachers do exist, I believe that powerful teaching effort does in fact result in much better research. According to Thomas Kulin, **research breakthroughs often occur when old paradigms are discarded, thus changing our way of thinking about problems completely.** Teaching should encourage us to think about the long road, the big picture, and what really matters about ZIM-ASSET and particular research areas in ZIM-ASSET to grow the economy.

You know, I admired my university professors and wanted to emulate them, they are one of the main reasons I wanted to become a doctor myself. Teachers can influence and affect a large number of students in tremendously positive ways. Indeed, giving students the thirst for knowledge to the point that they want to not just consume existing knowledge but make discoveries themselves. Certainly, developing smart young students into researchers of current and future generations is yet another way that our efforts in the classroom can pay long-term dividends for research and the economy through ZIM-ASSET.

Ladies and gentlemen, excellent researchers must be observant, objective, skilled at drawing inferences, and tolerant of ambiguity and excellent teachers must be skilled communicators, familiar with the conditions that promote learning and expert at establishing them, approachable and empathetic. Having both set of traits is clearly possible and desirable and a must in the modern world.

The foregoing idea, ladies and gentlemen, highlights that enlightened and emancipated teachers lead communities and nations towards better and high quality of life. They are the torch bearers in creating social cohesion, integration and in taking steps towards eradicating poverty in the communities they live.

In terms of Curriculum Development teachers shape how learning occurs and how this knowledge can be utilised for the benefit of society. Within this purview teachers are required to carry out meaningful action research geared towards appropriate and demand driven curriculum. Ladies and gentlemen, I am informed that the graduates who are being paraded today undertook research that aims at improving their teaching methodologies. May you continue to produce teachers who are self-reflective? Self-reflection entails the ability by the teacher to question one's motives, purpose, ideology and pedagogy.

Ladies and gentlemen as you endeavor to transform your systems in line with ZIM-ASSET remember that re-alignment should not be a result of common sense moreso a result of mere imposition from Ministry/Head

Office/ responsible authority. I have found out that most of the time, institutions just do things for the sake of doing, without them really knowing why they are doing it. Without proper research. You hear them talk ZIM-ASSET, because government put in place ZIM-ASSET. No; we must transform out of volition and for want of contributing to meaningful progress for the nation, not the kind of cheap talk we see without practical results that impact the society and community.

Ladies and gentlemen, hear me now and correctly, research must impact communities, research must impact the economy, research must impact ZIM-ASSET, ZIM-ASSET must be a guideline for research, and ZIM-ASSET must be practical, and ZIM-ASSET must be real. Therefore, institutions of higher learning must practice ZIM-ASSET every day; I mean practical ZIM-ASSET. Research is vital for ZIM-ASSET to succeed.

It must be noted, Zimbabwe is not lacking in policies, mechanisms and processes for assuring quality teacher education. The message here is not simply that something is happening in their direction.



It is more about the lessons to be learnt from research and on-going experiences so that quality assurance initiatives in teacher education can be further enriched. In my view, the purpose of every effort at situational analysis is to re-think prevailing ideas, to re-conceptualize today's dominant paradigms, to re-direct existing programmes, to re-focus conventional interventions, and to give birth to a positioned product. This line of thinking underlines the **"fruits of action"** that I am advocating for.

With our clearer understanding of the concept of quality in education, an enhanced realization of the prime importance of quality teacher education, and an insightful awareness of the ups and downs of our past and on-going initiatives in assuring quality in teacher education. The question is what should be the most appropriate methodologies for the future? Research should point to the methods of working out the way forward and a reflective teacher or professional must use these as the basis for further creative thinking and innovative action for enhancing the quality of quality assurance in the teacher education programmes in Zimbabwe. From a policy point of view, and I say this without regret, all our principals and leaders of institutions of higher learning must take cognizant of the fact

that we must not place emphasis on the quantitative aspects of educational development but must focus on the quality of education to the populace of Zimbabwe. Using old methods of teaching is unacceptable and research must be the pivot of transforming teacher education.

As I conclude; graduands as new teachers and lecturers including principals be advised, research must be your main focus otherwise you won't have any reason to be in education if you are not willing to research. Most of us have a misguided notion that research is for universities, no all teachers must be researchers look at the future, don't say you were not warned.

Congratulations!

Makorokoto!

Amhlope!

I thank you.