IMPLEMENTATION OF THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY PROTOCOL ON EDUCATION AND TRAINING AND ITS IMPACT ON ECONOMIC DEVELOPMENT: A CASE STUDY OF NAMIBIA AND ZIMBABWE

DAVID R. NAMWANDI

ASIA UNIVERSITY

2014
IMPLEMENTATION OF THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY PROTOCOL ON EDUCATION AND TRAINING AND ITS IMPACT ON ECONOMIC DEVELOPMENT: A CASE STUDY OF NAMIBIA AND ZIMBABWE

DAVID R. NAMWANDI

ASIA e UNIVERSITY
2014
Abstract

Since the Southern African Development Community Protocol on Education and Training (SADC-PET) was launched in 1997, only some of its member-states have implemented it into their national policy. This has resulted in the region’s failure, as a whole, to achieve the protocol’s objectives. As yet, no significant study or review has been carried out to investigate the exact causes for this.

This study intends to examine two SADC member-states in order to determine precisely what steps have been taken to implement the protocol thus far. Using a mixed-method research design (qualitative and quantitative), the researcher presents a case-study of two of the 15 member-states and a data analysis of the remaining 13 member-states, to identify and explain the causes that have prevented the full implementation of the protocol. As well, a conceptual framework is presented, based on a review of the literature on education, economic development, economic growth, and educational management. The findings from this research reveal causes that have likely prevented the objectives of the protocol from being implemented and fully achieved by its member-states.

Consequently, this study attempts to:

- analyse the causes that have prevented the implementation of SADC-PET;
- assess and evaluate the effectiveness of SADC-PET using Namibia and Zimbabwe as case studies;
- identify and formulate appropriate recommendations to ensure the operationalisation of SADC-PET; and
- sensitise and influence interested researchers to advance these findings through further research on the remaining 13 countries.
Dedication

This study is dedicated to my late father, Ombangulayipanda Martin Nambala dha Namwandi, for his love and blessings. May his soul rest in eternal peace.
Approval Page

I certify that I have supervised/read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, as a thesis for the fulfilment of the requirements for the degree of Doctor of Philosophy.

Prof. Dr. Juhary Ali
Supervisor

Prof. Dr. Chew Sing Buan
External Examiner 1

Prof. Dr. Chan Yuen Fook
External Examiner 2

Tan Sri Prof. Dato' Dr. T. Marimuthu
Internal Examiner

Prof. Dr. Siow Heng Loke
Chairman, Examination Committee

This thesis was submitted to Asia e University and is accepted as fulfilment of the requirements for the degree of Doctor of Philosophy.

Prof. Dr. Juhary Ali
Dean, School of Management

Prof. Dr. Siow Heng Loke
Dean, School of Graduate Studies
Declaration

This is to declare that this thesis is submitted in fulfillment of the PhD degree and is my own original work; I am thus the owner of the copyright. I am equally confirming that I have never in the past in any way submitted, entirely or in part, similar work for the obtaining of any qualification from any institution of higher learning. I acknowledge and understand that if this declaration is untrue it can be construed as academic misconduct which can have serious academic consequences.

Name: David R. Namwandi

Signature of Candidate: Date: 14 July 2014
Acknowledgements

I shall forever be indebted to the following special people who supported and encouraged me to the finish line.

- Professor Dr Juhary Ali, S.D.K, my supervisor, whose academic guidelines were a source of inspiration without which I could not have completed this study.

- His Excellency, Dr Hifikepunye Pohamba, President of the Republic of Namibia, for his support and permission to attend to my scholarly work and assignments in Malaysia.

- Sincere thanks and profound gratitude go to my dear wife Virginia Namwandi for freely permitting me to carry out my studies unhindered.

- Heartfelt thanks go to Professors P. Clement and A. Seneviratne for their guidance throughout this study; had it not been for them, completing it would have been far more difficult.

- Mr A. Ilukena, Accounting Officer for the Ministry of Education, for promptly responding to my research questionnaires.

- My personal assistant, Ms L. Tjiho as well as my personal secretary, Ms S. Mbambus for sharing my stress.

- Sincere appreciation goes to Ms Linda-Ann Bonny for reviewing my dissertation.

- My friends and colleagues who, in one way or another, encouraged me to press on with my studies.

- Finally, my family and especially my parents, for having made me the person who I am today.
# Table of Contents

Abstract ................................................................................................................................. i
Dedication ............................................................................................................................... iii
Approval Page ........................................................................................................................ v
Declaration ............................................................................................................................. vii
Acknowledgements ............................................................................................................. ix

## Chapter 1 - Introduction ...................................................................................................... 1

1.1 Background to the problem ........................................................................................... 1

1.1.1 The Establishment of the Southern African Development Community ............. 1

1.1.1.1 Mission, vision, principles, and main agenda of SADC .......................... 3

1.1.1.2 SADC objectives ...................................................................................... 4

1.1.2 The establishment of SADC-PET ....................................................................... 7

1.1.2.1 Southern African Development Coordination Conference .................. 8

1.1.2.2 Movement for Education For All ............................................................. 9

1.1.2.3 SADCC–Human Resources: Primary Factor in Development ................. 11

1.1.2.4 Gaining Independence-Focus and concerns for education .................... 13

1.1.3 SADC-PET ........................................................................................................... 17

1.1.3.1 SADC goals ............................................................................................... 18

1.1.3.2 A profile of SADC education systems .................................................... 20

1.2 Problem Statement ..................................................................................................... 21

1.3 Statement of Purpose and Objectives of the Study .................................................... 23

1.4 Rationale of the Study ................................................................................................. 23

1.5 Research Questions .................................................................................................... 24

1.6 Limitations and Delimitations of the Study ............................................................... 24

1.7 Chapter Summary ....................................................................................................... 25
Chapter 2 – Literature Review ................................................................. 27

2.1 Introduction ..................................................................................... 27

2.2 Literature Review .......................................................................... 28

2.3 Theories on Economic Growth and Economic Development .......... 30

2.3.1 Economic growth theories ......................................................... 31

2.3.2 Economic development theories .............................................. 37

2.3.3 How education contributes to economic growth and economic
development ...................................................................................... 42

2.3.3.1 New growth theory towards human development: emphasis
on human capital .................................................................................. 46

2.3.3.2 Human capital ........................................................................ 46

2.3.3.3 Value-addition and GDP: The value of human capital .......... 49

2.3.3.4 Characteristics and measurement of human capital .............. 52

2.3.3.5 The macroeconomic version of the Mincer equation
with social returns ............................................................................... 57

2.3.3.6 Measurement of human capital – critiques ......................... 59

2.3.3.7 A new approach to measurement ......................................... 60

2.4 Chapter Summary ........................................................................... 65

Chapter 3 – Methodology ..................................................................... 67

3.1 Introduction ..................................................................................... 67

3.2 Research Design ........................................................................... 67

3.3 Population and Sampling Techniques .......................................... 69

3.4 Sampling Procedure ...................................................................... 70

3.5 Research Sample and Data Sources ............................................. 71

3.6 Research Instrument ...................................................................... 72

3.7 Data Analysis .................................................................................. 74

3.8 Ethical Considerations ................................................................... 75

3.9 Chapter Summary ........................................................................... 76
Chapter 4 – Discussion ........................................................................................................... 77
  4.1 Introduction .................................................................................................................. 77
  4.2 Socioeconomic profiles and Education systems Overview of SADC Member-States .... 79
  4.3 Discussion and Analysis of SADC-PET ...................................................................... 83
  4.4 Case Study of Namibia ............................................................................................... 101
    4.4.1 Socioeconomic overview .................................................................................... 101
    4.4.2 Education system ............................................................................................... 103
    4.4.3 Education management ..................................................................................... 119
    4.4.4 Impact of SADC-PET on economic growth and development ................. 123
  4.5 Case Study of Zimbabwe ........................................................................................... 131
    4.5.1 Socioeconomic overview .................................................................................... 131
    4.5.2 Education system ............................................................................................... 133
    4.5.3 Education management ..................................................................................... 143
    4.5.4 Impact of SADC-PET on economic growth and development ................. 150
  4.6 Chapter Summary ....................................................................................................... 158

Chapter 5 – Conclusions and Recommendations ................................................................. 168
  5.1 Introduction .................................................................................................................. 168
  5.2 Major Findings ............................................................................................................. 168
  5.3 Conclusion ................................................................................................................... 179
  5.4 Recommendations ..................................................................................................... 183

References ........................................................................................................................... 185

Acronomy ............................................................................................................................... 213
Appendices ............................................................................................................................................. 218

Appendix A: Questionnaires ................................................................................................................... 218

Appendix B: Socioeconomic and Development Aspects of 13 SADC Member-States (not including Namibia and Zimbabwe): Angola, Botswana, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Republic of South Africa, Seychelles, Swaziland, Tanzania, Zambia
LIST OF TABLES AND FIGURES

Tables

1. Stages of Timber Processing, Value Addition, Growth, and Development (N$) .......... 50
2. Socioeconomic Development Characteristics of all SADC Member-Countries .......... 81
3. Basic Education Outlook and SADC-PET for all SADC Member-Countries .......... 82
4. Basic Education Indicators for all SADC Member-Countries .......................... 83
5. Higher Education Indicators for all SADC Member-Countries .......................... 84
6. Comparison of Main Concerns and Goals of SADC-PET, Education For All, AU Second Decade of Education and MDGs .................................................. 99-100
7. Children enrolled in ECD centres countrywide by gender for 2006 and 2012 ........... 106
8. Enrolment in pre-primary education (PPE) .................................................. 107
9. Enrolment in Grade 1 in Primary Education .................................................. 111
10. Dropout and Repetition Rates 2011 and 2012 .............................................. 113
11. Namibian Education System ........................................................................ 123
12. Namibia-Education Sector Expenditure ....................................................... 126
13. Employment by Educational Attainment ....................................................... 127
15. Primary Education Enrolment by Gender 2006-2012 .................................... 137
16. Enrolment in Secondary Education by Gender 2006-2012 ............................ 140
17. Enrolment in VET and Number of Centres ................................................... 141
18. Zimbabwe- Education Expenditure .............................................................. 151
19. Indication of Progress of SADC-PET Implementation for 13 Member-countries (2011) ................................................................. 160
20. Comparisons between Namibia and Zimbabwe ............................................. 176
Figures

1.1 SADC Member-Countries ................................................................. 2
2.1 Production Possibility Frontier: Capital Goods and Consumer Goods ............. 32
2.2 Micro- and Macro-level Impacts on Education ....................................... 44
2.3 SADC-PET’s Contribution to Economic Growth and Development ................. 52
2.4 SADC-PET Implementation in the Context of Economic Growth and Development ................................................................. 64
4.1 Education Management in Namibia .................................................. 120
4.2 Regions of Education in Namibia .................................................... 122
4.3 Education Management in the Zimbabwe Cabinet .................................. 144
4.4 Education Management at Regional Level in Zimbabwe .......................... 146
4.5 Education System Structure in Zimbabwe ......................................... 147
Chapter 1

Introduction

1.1 Background to the Problem

1.1.1 The establishment of the Southern African Development Community.

The Southern African Development Community (SADC) is an intergovernmental organisation with headquarters in Gaborone, Botswana. Its 15 member-states are: Angola, Botswana, the Democratic Republic of Congo (DRC), Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, the Republic of South Africa (RSA), Swaziland, Tanzania, Zambia, and Zimbabwe (see Figure 1). In 2012, the total population of these 15 SADC countries was approximately 284 million, representing 27.5% of Africa’s total population (SADC Annual Report, 2014).

One of the oldest development communities in the world, SADC’s main purpose is to advance socioeconomic cooperation and integration, and foster political cooperation and security among its southern African member-states. SADC’s predecessor, the Southern African Development Coordination Conference (SADCC), was established on April 1, 1980 in Lusaka, Zambia with nine member-states. SADCC was later transformed into the Southern African Development Community (SADC) in 1992, and by the year 2000, its membership had grown to 15 member-states.

A prominent feature of SADC is its focus on the rapid promotion and development of trade among its member-states. By 2008, the bloc had introduced a free trade area whose objectives were to:
Figure 1.1 SADC Member-Countries

- further liberalise intraregional trade in goods and services;
- ensure efficient production; contribute towards climate improvement for domestic, cross-border and foreign investment, and;
- enhance economic development, diversification, and industrialisation of the region.

A plan is in place to create a free trade zone for Africa by 2018 that will be called the *Africa Free Trade Zone* (AFTZ), and would move SADC, the Common Market for Eastern
and Southern Africa (COMESA), and the East African Community (EAC) towards full integration. The objectives of this regional bloc are to expand domestic production and business opportunities, to increase intraregional imports and exports, to gain access to competitive inputs and consumer goods, to increase employment opportunities, to have more foreign direct investments and joint ventures, and to create regional value chains (RISDP, 2001).

SADC’s vision maintains that its regional community needs to foster a society with a shared future that will ensure collective economic growth, improved living standards, quality of life, social justice, peace, and security for its citizens. This vision also promotes regionally-integrated education systems in terms of access, equity, relevance, and quality of education, which is the framework upon which SADC-PET is anchored (SADC-PET, 1997).

This movement towards large-scale industrialisation and economic expansion creates a critical need for capacity-building. Education and training thus becomes an integral sector whose performance will directly affect, and indeed determine, the success of the proposed AFTZ in general, and of SADC in particular. Specifically, the required education and training for AFTZ presents a challenge that must be addressed by implementing a regional collaboration towards directed capacity-building.

### 1.1.1 Mission, Vision, Principles, and Main Agenda of SADC

The Southern African Development Community was initially established as a development coordinating conference (SADCC) in 1980 and later transformed into a development community in 1992. It is an intergovernmental organisation whose goals are:

- To promote sustainable and equitable economic growth and socioeconomic development through efficient, productive systems.
• To deepen cooperation and integration.

• To advocate good governance, and durable peace and security among all 15 southern African member-states (Document adopted on the Declaration Towards the Southern African Development Community Conference, 1992).

The 1998 Regional Indicative Strategic Development Plan (RISDP) is underpinned by SADC’s vision, which charts the direction for the region’s development. The declaration Towards the Southern African Development Community, adopted in Windhoek, Namibia, on 17 August 1992, by heads of state and governments of southern African states, calls upon all countries and people of southern Africa to develop a vision of a shared future.

The SADC vision is to build a region in which a high degree of harmonisation and rationalisation would enable the pooling of resources to achieve collective self-reliance in order to improve the living standards of its citizens. It is one of a common future—one within a regional community that will ensure economic wellbeing. It is a vision for the improvement of living standards and quality of life, freedom and social justice, and peace and security for the people of southern Africa.

The Southern African Development Community mission statement promotes sustainable and equitable economic growth and socioeconomic development through efficient and productive systems, deeper cooperation and integration, good governance, and sustained peace and security. Ultimately, the mission aims for the region to emerge as a competitive and effective player in international relations and a global economy (SADC-PET, 1997).

1.1.1.2 SADC objectives.

As stated in Article 5 of the 1992 SADC Treaty, its objectives are to:
• Achieve development and economic growth, alleviate poverty, enhance the standard and quality of life of the southern African people, and support the socially disadvantaged through regional integration.

• Evolve common political values, systems, and institutions.

• Promote and defend peace and security.

• Promote self-sustaining development based on collective self-reliance, and the interdependence of member-states.

• Achieve complementarity between national and regional strategies and programmes.

• Promote and maximise productive employment and utilisation of resources of the region.

• Achieve sustainable utilisation of natural resources and effective protection of the environment.

• Strengthen and consolidate the long-standing historical, social, and cultural affinities and links among the people of the region.

To achieve its objectives, SADC shall:

• Harmonise political and socioeconomic policies and plans of member-states.

• Mobilise the people of the region and their institutions to take initiatives to develop economic, social, and cultural ties across the region, and to participate fully in the implementation of the programme and projects of SADC.

• Create appropriate institutions and mechanisms for the mobilisation of requisite resources for the implementation of programmes and operations of SADC and its institutions.

• Promote the development of human resources.

• Promote the development, transfer, and mastery of technology.
• Develop policies aimed at the progressive elimination of obstacles for the free movement of capital and labour as well as goods and services, and of the people of the region and member-states.

• Improve economic management and performance through regional cooperation.

• Promote the coordination and harmonisation of the international relations of member-states.

• Secure international understanding, cooperation and support, and mobilise the inflow of public and private resources into the region.

• Develop other such activities as member-states may decide in furtherance of the objectives of SADC (SADC Treaty, 1992)

The SADC Common Agenda, which summarises the key strategies and policies of the institution, originates in Article 5 of the 1992 SADC Treaty, and is linked directly to its objectives. Consequently, the SADC institutional structure is consistent with the SADC Common Agenda and Strategic Priorities that it encapsulates. The same values are echoed in the Regional Indicative Strategic Development Plan.

The SADC Common Agenda is upheld by a series of principles and policies including:

• The promotion of sustainable and equitable economic growth and socioeconomic development that ultimately ensure poverty eradication.

• The promotion of common political values, systems, and other shared values that are transmitted through democratic, legitimate, and effective institutions.

• The promotion, consolidation, and maintenance of democracy, peace, and security.

These goals are based on sustainable and decent employment, the reduction of poverty and income inequality, empowerment by all means, and living in peace, security, stability, and democracy through a broader concept of regional integration.
1.1.2 The establishment of SADC-PET.

Any analysis of the principles and objectives of SADC-PET has to be undertaken with supporting facts of its background, as well as past circumstances and events that led to its establishment in 1997. Most of SADC’s member-states gained their independence in the 1970s, with others following suit in the 1980s. Their concerns for expansion and development of education were not only regional or continental, but global as well. As indicated below, formulation of the principles and objectives of SADC-PET were directly influenced by concerns and interests that prevailed in the 1970s and 1980s, and to a lesser extent, the 1990s. An analysis of the principles and objectives of SADC-PET should therefore have substantial bearing with the concerns and events of the late 1990s, together with the background of the establishment of SADC.

Essential background information relating to the milestones that led to the establishment of SADC-PET is summarised and presented in the sections that immediately follow. These milestones are:

- the Southern African Development Coordination Conference (SADCC);
- the Southern African Development Community (SADC);
- the movement for Education For All (EFA);
- the 1991 Consultative Conference, SADCC - Human Resources: Primary Factor in Development;
1.1.2.1 *Southern African Development Coordination Conference (SADCC)*.

The predecessor of the Southern African Development Community was the Southern African Development Coordination Conference, which was established in Lusaka, Zambia on 1 April, 1980. At that time, SADCC comprised most of the independent southern African states, namely: Angola, Botswana, Lesotho, Malawi, Mozambique, Swaziland, Zambia, and Zimbabwe. Heads of states, governments of the Frontline States, and representatives of the governments of Lesotho, Malawi, and Swaziland signed the Lusaka Declaration *Towards Economic Liberation*, which gave birth to SADCC (Mbabane, 1991, as cited in Shankanga, 2001).

SADCC was formed to advance the cause of national political liberation in southern Africa, and to reduce its dependence, particularly on the then-apartheid South Africa, through effective coordination and utilisation of the specific characteristics and strengths of each country and their resources. SADCC objectives went beyond dependence-reduction to embrace basic development and regional integration. Hence, SADCC was formed with four overarching objectives, namely:

- to reduce the dependence of member-states, particularly, but not limited to apartheid South Africa;
- to forge linkages to create genuine and equitable regional integration;
- to mobilise member-states’ resources to promote the implementation of national, interstate, and regional policies; and
- to secure international cooperation within the framework of the strategy for economic liberation (Shankanga, 2001).

In 1992, heads of government of the region agreed to transform SADCC into the Southern African Development Community—SADC—with its focus being the integration of
economic development. Accordingly, on 17 August, 1992, at a summit held in Windhoek, Namibia, the heads of state and governments signed the SADC Declaration and Treaty that effectively transformed SADCC into SADC. The latter was established under Article 2 of the SADC Treaty by its member-states, as represented by their respective heads of state and governments. SADC’s objective later shifted to include economic integration following the independence of the remaining southern African countries.

The SADC Treaty was amended with an agreement to establish the 1992 Regional Indicative Strategic Development Plan (RISDP). This plan was based on the strategic priorities of SADC and its Common Agenda. It was designed to provide strategic direction with respect to SADC projects, programmes, and activities, as enshrined in the 1992 SADC Treaty. According to the RISDP, top priority was accorded to establish SADC-PET. As a result, it became the second protocol to be signed (the first one being a protocol on trade). This is significant because the development and expansion of education was second only in priority to trade promotion, expansion, and development. Interestingly, this is not an isolated event because countries committed to promote and expand trade also made parallel commitments and placed similar emphasis on education and training. This supports the view that trade promotion, expansion, and development need to be supported by capacity through the provision of qualified human resources. These initiatives all point to the fact that the leaders of SADC were insightful, and strategically aligned themselves to focus on education and training as a top priority for integration.

1.1.2.2. Movement for Education For All.

The RISDP and the concern for the establishment of SADC-PET spurred the Education For All movement, which was launched at the World Conference on Education For All in Jomtien, Thailand in 1990. Representatives of the international community—155 countries,
including representatives from some 150 organisations—agreed to “universalise primary education and massively reduce illiteracy by the end of the decade” (Meeting Basic Learning Needs, 1990, p. 14). From this conference, the World Declaration on Education For All was adopted. It emphasised that education is a fundamental human right, and pushed countries to strengthen their efforts to improve education in order to ensure the basic learning needs for all were met. The Framework for Action to Meet the Basic Learning Needs established six goals for the year 2000 as indicated below (UNESCO, 1990):

- Goal 1: Universal access to learning and expansion of early childhood care.
- Goal 2: Provide free and compulsory primary education for all with equity.
- Goal 3: Promote learning and life skills for young people and adults.
- Goal 4: Increase adult literacy.
- Goal 5: Achieve gender equity.

Along with these goals, Education For All became a global movement led by UNESCO, and aimed at meeting the learning needs of all children, youth, and adults, by 2015. Governments, development agencies, civil society, NGOs, and the media, are but some of the partners working toward reaching these goals. Accordingly, SADC has responded positively to UNESCO’s mandate to implement the consensus taken by UN member-states on these six goals. EFA goals also contributed to the global pursuit of the eight Millennium Development Goals, especially MDG 2 on universal primary education and MDG 3 on gender equality in education, by 2015. The Fast Track Initiative was set up to implement the EFA movement, aiming at accelerating progress towards quality universal primary education.