

A Review of Strategies for Enhancing the Quality of Engineering Education in Zimbabwean Universities

Authors : Bhekisisa Nyoni, Nomakhosi Ndiweni, Annatoria Chinyama

Abstract : The aim of this paper was to explore ways to enhance the quality of higher education with a bias towards engineering education in Zimbabwe universities. A search through relevant literature was conducted looking at both international and local scholars. It also involved reviewing the Dakar Framework for Action and Incheon Declaration and Framework for Action plans for education for sustainable development. Goals were set for 2030 as a standard for quality to be adopted by all countries in improving access as well as the quality of education from early childhood and through to adult learning. Despite the definition of quality being difficult to express due to diverse expectations from different stakeholders, the view of quality adopted is based on the World Education Forum's propositions on quality education going beyond the classroom experience. It considers factors such as learning environment, governance and management, and teacher caliber. The study concludes by illustrating that the quality of engineering education in Zimbabwe has come a long way. It has made strides in increasing access and variety to education though at the expense of quality in its totality. To improve the quality of engineering education, programs have been introduced to promote the professionalism of lecturers, such as industrial secondment and professional development courses.

Keywords : engineering education, quality of education, professional development, industrial secondment

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