



## **NOTICE TO CANDIDATES UNDER HEXCO EXAMINATION BOARD**

### **REVISION OF HEXCO REGULATION ON REWRITES**

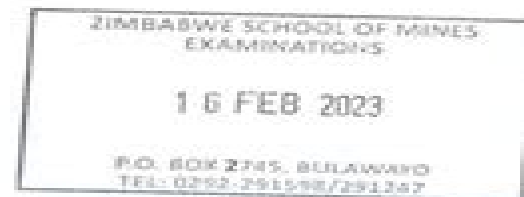
The Zimbabwe National Qualification Framework stipulates that prior learning from accredited courses should be recognized even when partially completed.

In this regard any candidate who fails to pass at least two-thirds of the course is now eligible to rewrite the failed modules and you will be required to conform to the new syllabus. The affected students who are still interested in continuing with their studies should report to School and discuss with the HOD for your course.

Thank you

**A.F. Shanji  
REGISTRAR**

**16 February 2023**



# Hexco Zimbabwe Syllabuses

**JS Bruner**



## **Hexco Zimbabwe Syllabuses:**

**Capacity Building for IT in Education in Developing Countries** Gail Marshall, Mikko Ruohonen, 2013-03-14 Deryn Watson CapBIT 97 Capacity Building for Information Technologies in Education in Developing Countries from which this publication derives was an invited IFIP working conference sponsored by Working Groups in secondary WG 3 1 elementary WG 3 5 and vocational and professional WG 3 4 education under the auspices of IFIP Technical Committee for Education TC3 The conference was held in Harare Zimbabwe 25th 29th August 1997 CapBIT 97 was the first time that the IFIP Technical Committee for Education had held a conference in a developing country When the Computer Society of Zimbabwe offered to host the event we determined that the location and conference topic reflect the importance of issues facing countries at all stages of development especially Information Technologies IT development Information Technologies have become within a short time one of the basic building blocks of modern industrial society Understanding IT and mastering basic skills and concepts of IT are now regarded as part of the core education of all people around the world alongside reading and writing IT now permeates the business environment and underpins the success of modern corporations as well as providing government with cost effective civil service systems At the same time the tools and technologies of IT are of value in the process of learning and in the organisation and management of learning institutions *Resilience Under Siege* Ezra Chitando, Munyaradzi Nyakudya, Government Phiri, 2016-04-26 This volume explores the challenges and solutions experienced within Zimbabwe's economic and social spheres with particular reference to the crisis years 2000 2008 and the promising turn 2009 2012 This latter phase was prompted by the formation of the Government of National Unity GNU The contributors to the volume pay attention to how individuals and institutions sought to respond to the crisis critiquing the reactions of various actors and exploring solutions to the various challenges that were experienced Chapters in this book include reviews of agricultural subsidies a gendered approach to poverty the collapse of service delivery including a particular focus on education the look East policy the expansion of the religious sector and the experiences of Zimbabwean migrants in South Africa Underlying these contributions are the concepts of resilience and agency The authors all highlight the massive challenges that individuals and institutions had to navigate and acknowledge the creativity deployed in such quests This book will appeal to scholars in economics history and economic history religious studies education and political science as well as the general reader **Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century** Edward Shizha, Ngoni Makuvaza, 2017-04-17 What have postcolonial Sub Saharan African countries achieved in their education policies and programmes How far have they contributed to successful attainment of the targeted 2015 Millennium Development Goals MDGs on education What were the constraints and barriers for developing an education system that appeals to the needs of the sub region Re thinking Postcolonial Education in Sub Saharan Africa in the 21st Century Post Millennium Development Goals is an attempt to demonstrate that Sub Saharan Africa has the potential and capability to

provide solutions to challenges facing its desire and ability to provide sustainable education to its people To that end the contributors are academics with an African vision attempting to come up with African home grown perspectives to fill the gap created by the lapse of the MDGs as the guiding vision and framework for educational provision in Africa and beyond The book seeks to articulate and address African issues from an informed as well as objective African perspective The book is also intended to provide insights to scholars who are interested in studying and understanding the nature of postcolonial education in the Sub Saharan African region Given the objectives and themes of this book it is intended for academic scholars undergraduate and graduate students human rights scholars curriculum developers college and university academics teachers education policy makers international organisations and local and international non governmental organisations that are interested in African education policies and programmes Rethinking Postcolonial Education in Sub Saharan Africa in the 21st Century provides contemporary reflections from multiple perspectives and re positions the issue of education at the forefront of the debates on African development Lamine Diallo Associate Professor Wilfrid Laurier University Canada The book is a welcome addition to discourses and analyses on education in sub Saharan Africa with reference to a postcolonial critique and the Millennium Development Goals framework on education in Africa Michael Tonderai Kariwo PhD Instructor and Research Fellow University of Alberta Canada

**The Financing and Management of Vocational Education and Training in Eastern and Southern Africa** International Institute for Educational Planning,1997

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**Report of the Presidential Commission of Inquiry Into Education and Training** Zimbabwe. Presidential Commission on Education and Training in Zimbabwe,1999

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