

IN THE Middle Ages, a significant Bantu civilisation arose in the Zimbabwe region. The powerful Shona state was trading locally extracted gold and ivory with the Arab traders of the African east coast. Great Zimbabwe, built throughout the 11th to the 15th centuries, is the Shona legacy, and at its height this empire extended for several hundreds of kilometres around their stone-built headquarters. By the 17th century, however, the empire had declined. It was brought to near collapse by the destruction of the east coast trade and a series of military attacks by early Portuguese settlers in Mozambique.

Then the Ndebele people arrived, fleeing from Zulu expansionism in the 1830s, and settled in Matebeleland. A few years later, the Shona were conquered by the new arrivals, and the Shona retreated to the northern parts of the country. This was the situation when Cecil Rhodes' British South Africa Company and the first Rhodesian settlers arrived.

As Africa moved inexorably towards independence after World War II, solutions were sought in Rhodesia that would accommodate the fears and aspirations of white settlers. The ill-fated Central African Federation that amalgamated Southern Rhodesia with Northern Rhodesia and Nyasaland was formed. After its dissolution⁹⁵, and after full independence had been granted to the Federation's last two components as Zambia and Malawi, the white minority government of Southern Rhodesia in 1965 made a unilateral declaration of independence and plunged the Southern African region into 15 years of obdurate resistance and conflict.

For several years Britain tried to negotiate with the illegal Rhodesian regime whose response was to declare itself a republic in 1970, a move that was recognised only by South Africa. As time passed, fighting in Rhodesia's bush war intensified, resulting in the deaths of tens of thousands and the displacement of almost one million Zimbabwean and Mozambican people. It was a war that the Rhodesian republic could not win. By 1978, with his regime close to economic collapse, Smith had been obliged to sign an accord with three 'moderate' African leaders who offered safeguards for white civilians. After another year of wrangling, the country went to the polls in the free elections of February 1980. Robert Mugabe and his Shona-based ZANU (Zimbabwe African National Union) won a resounding victory.

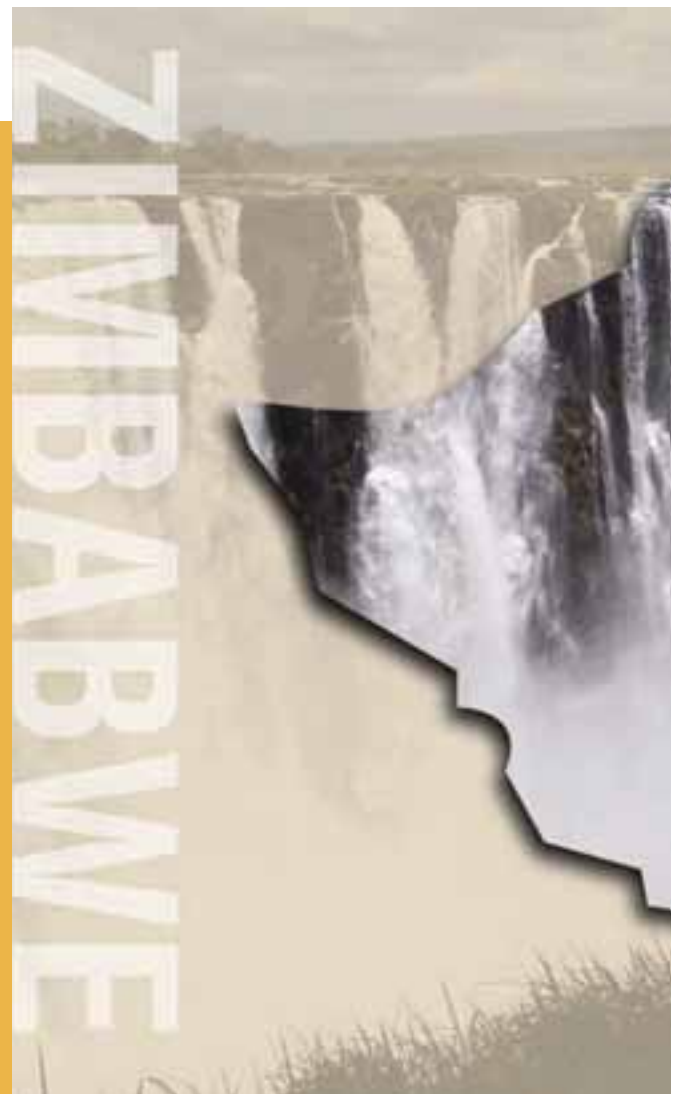
In the years that followed, Mugabe purged his cabinet of Ndebele members, an action that caused fierce fighting in the Ndebele-speaking region. Meanwhile in Harare, Mugabe consolidated his power by establishing what was – to all intents and purposes – a one-party state that he ruled for nearly 30 years until a protracted and widely disputed election in 2008 led to the formation of the current 'Government of National Unity'.

A generally declining economy was accelerated in 2000 when the government's notorious land reform programme ousted hundreds of white farmers. In spite of the differing arguments that still rage around this programme, it is agreed that the country experienced a sharp decline in agricultural exports and an increasingly severe shortage of hard currency.

The country is now in severe political, economic and social crisis. Life expectancy for males has declined from 60 in 1990 to 37, among the lowest in the world. The figure for females is even lower. Services have collapsed; health problems abound; and the country, once described as 'Africa's breadbasket', is on the verge of famine.

Independent Zimbabwe placed a high national priority on education, the effects of which are still visible today. Despite its current political and economic woes, Zimbabwe still has a literacy rate of 90 percent, placing it among the most literate countries in the world; and the number of public universities in the country is second only to South Africa in the SADC region.

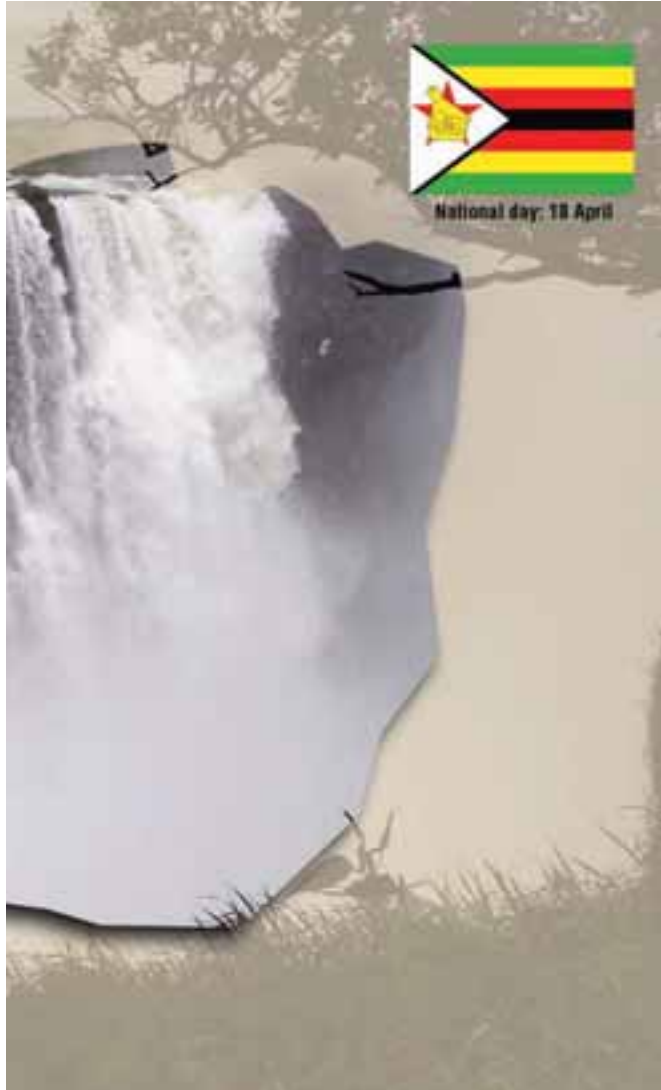
⁹⁵ For more detail on the Federation see the entry for Zambia on page 76.



KEY COUNTRY CONTEXT STATISTICS

Population:	12.233 million (2006)
GDP:	US\$453 (2006) per capita
Human Development Index (HDI):	0.513
Unemployment levels:	80% (2005 est.)
Key economic sectors:	Agriculture, Mining, Tourism
Principal Exports:	Tobacco, Gold, Ferro-alloys, Cotton
HIV and Aids prevalence:	15.34% (2007 estimate)
Gross Primary Enrolment Ratio:	101 (2006)
Gross Secondary Enrolment Ratio:	40 (2006)
Gross Tertiary Enrolment Ratio:	4 (2002)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



POLICY CONTEXT

In 2004 the Ministry of Education, Science and Culture (MOESC) and the Ministry of Higher and Tertiary Education adopted the *National Action Plan: Education for All-towards 2015 (NAP)*, which incorporated Zimbabwe's commitment to the Millennium Development Goals for education. The NAP aims to increase enrolment and improve the quality of all levels of education (SARUA 2008 – MRCI report).

The Zimbabwean Government has instituted a number of policy reforms in the higher education sector since 2001, reflecting a shift in emphasis from increasing access to education to improving the quality of education and training, due to the competitive demands brought about by globalisation. The policy framework is contained in the Ministry of Higher and Tertiary Education's corporate plan for 2002-2004 (Government of Zimbabwe Ministries of Education, Culture, Higher and Tertiary Education, 2004). In 2002, a new student financing policy was put in place to broaden opportunities for tertiary education (Bloom, Canning, & Chan, 2006).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Zimbabwe Council for Higher Education Act	The purpose of the Act is to register and accredit institutions of higher education and to regulate quality assurance in them. Although the latest Act was promulgated in late 2006, it will only come into effect with the appointment of a Council for Higher Education board, all of whose members are chosen by the Minister.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Zimbabwe Council for Higher Education (ZIMCHE)	Responsible for Quality Assurance of Higher Education.
National Manpower Advisory Council (NAMACO)	Acts as a go-between for Industry and Higher and Tertiary Education, and supervises Industrial Committees which identify, determine and monitor the training needs.
Zimbabwe Manpower Development Fund (ZIMDEF)	Levy collection for Manpower Development. The fund supplements voted funds in the procurement of training materials and consumables.
College Lecturers Association of Zimbabwe (COLAZ)	Represents lecturers in collective bargaining.
National Economic Consultative Forum	Recommends economic priority programmes, including human capital development.
Zimbabwe Occupational Standards Services (ZOSS)	Carries out job profiling, and develops occupational standards upon which Technical and Vocational Education and Training (TVET) curricula are based. These form the basis for examinations test items and trade tests.

NATIONAL LEVEL OVERVIEW

Zimbabwe's education system is organised in a 7-4-2 pattern of primary, lower secondary, and upper secondary education. Secondary school consists of Form One to Form Six, with Form Five students studying eight subjects, at the end of which they take the Cambridge School Certificate (CSC). From Form Five to six, they study three subjects, at the end of which they sit the Cambridge Higher School Certificate (HSC) examinations or take the CGE 'A' Level Certificate (National Council for Higher Education Harare, 2001). Once they have attained their CGE 'O' or 'A' levels, students can train towards a diploma in teaching, agriculture, nursing, and several technical courses. On achieving good 'A' level passes, they can enrol at a university for an undergraduate degree (National Council for Higher Education Harare, 2001). The main institutions offering higher education are universities, and technical and teacher training colleges (Mtetwa, Tambo, & Chavunduka, 2006).

There are nine publicly funded higher education institutions in Zimbabwe.

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	No data
% Education budget allocated to higher education	No data
Loan/Grant scheme in place	No data

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	9
Publicly funded polytechnics or specialised colleges	8
Privately funded, accredited universities or colleges	4
Publicly funded colleges	10
Privately funded, accredited teachers colleges	3
TOTAL	34

Source: Zimbabwe MoE questionnaire response

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR ZIMBABWE
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	Not available
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 1458 1996-2001: 1548 2002-2007: 1460

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN ZIMBABWE	
UNIVERSITIES IN ZIMBABWE	WEBSITE
Bindura University of Science Education	www.buse.ac.za
Chinhoyi University of Technology	www.cut.ac.zw
Harare Institute of Technology	No website found
Lupane State University	No website found
Masvingo State University/Great Zimbabwe University	No website found
Midlands State University	www.msu.ac.zw
National University of Science and Technology	www.nust.ac.zw
University of Zimbabwe	www.uz.ac.zw
Zimbabwe Open University	www.zou.ac.zw



BINDURA UNIVERSITY OF SCIENCE EDUCATION

THE ORIGINS of this university, situated in Bindura approximately 100 km north of Harare, can be found in the Zimbabwe/Cuba teacher-training programme. Beginning in the mid-1980s, Zimbabwean student teachers were sent to Cuba for training in science education. After ten years, the programme was moved to Zimbabwe for economic reasons. A college was set up under the auspices of the University of Zimbabwe in Harare with the express intention of turning it into a fully-fledged university within four years. The college admitted its first group of 125 students in March 1996. The Bindura University of Science Education Act was accordingly gazetted in 2000, and the university was established a year later.

As its name implies, the university is devoted largely to the specialist training of teachers in science, although more recently courses in commerce and computer science have been offered. Academic programmes are delivered through three faculties: Science Education; Agriculture and Environmental Science; and Commerce.

Not unexpectedly for a young institution, only two percent of total enrolments for 2007 were for postgraduate study. Nevertheless, six masters degrees were awarded that same year; and the academic staff are reasonably well qualified. Nearly 80 percent have masters degrees, but only 2 out of the total academic cohort of 179 have been educated to doctoral level. In spite of this lack of experienced senior staff, research is not being neglected. A healthy 30 percent of the university's institutional focus is aimed in that direction, a claim supported by the 64 publications from university staff to appear in accredited journals between 2004 and 2007.

The Bindura University of Science Education is heavily dependent on government funding. It therefore experiences the typical associated problems – the lack of physical infrastructure, including books and equipment; high staff turnover and high student dropout rates – that are all seriously exacerbated in the current economic meltdown.

FACTS AND FIGURES AT A GLANCE⁹⁷

All of the students at the Bindura University of Science Education (1,885) are full-time, contact students, who are national citizens. The university reports, however, that registration was still incomplete when the figures below were compiled.

TABLE 1 BINDURA UNIVERSITY OF SCIENCE EDUCATION: SUMMARY OF ENROLMENT NUMBERS (ESTIMATE DATA, 2007)⁹⁸

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	752	726	0	26	0
Business, Management & Law	843	833	0	0	0
Humanities and Social Sciences	285	280	0	15	0
Health Sciences	5	5	0	0	0
TOTALS	1,885	1,844	0	41	0

Source: Bindura University of Science Education questionnaire response

TABLE 2 BINDURA UNIVERSITY OF SCIENCE EDUCATION: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	140
Business, Management & Law	30
Humanities and Social Sciences	5
Health Sciences	4
TOTALS	179

Source: Bindura University of Science Education questionnaire response

Contact Details: URL: www.buse.ac.za, Physical Address: Not available, Telephone: Not available

⁹⁷ All data presented in this section is headcount data.

⁹⁸ Student numbers do not tally correctly, verification has been sought.

CHINHOYI UNIVERSITY OF TECHNOLOGY

THIS UNIVERSITY is one of several that have come into being in the last two decades as a direct result of Zimbabwe's deliberate policy of higher education expansion and devolution. The town of Chinhoyi is situated approximately 120 km along the main road to Lake Kariba and the Zambian border; and the Chinhoyi University of Technology has grown out of the Chinhoyi Technical Teachers' College that was founded in 1991. The first-degree programmes were offered in 1999 under the control of the University of Zimbabwe. Soon afterwards, in 2001, the institution gained full university status.

Today, the university provides undergraduate courses in the fields of agriculture, engineering, and business sciences. Technical teacher education and creative art and design are offered through the university's single institute, the Institute of Lifelong Learning. With nearly 3 000 students and an academic staff of 163, the university describes itself as 'a small but highly selective institution'.

But there are serious problems in the current economic

climate that relate to quality and, indeed, to sheer survival. For example, it has been reported⁹⁹ that the entire student body shares only three computers. In the same report, mention is made of 'a massive (commercial) agricultural project in conjunction with the Zimbabwean National Army', that the university has been obliged to embark upon, using its own experimental farm.

In spite of these difficulties, the Chinhoyi University of Technology soldiers on. A Strategic Management postgraduate masters programme was introduced in 2005, and 'continues to flourish', a claim that warrants respect when the records show that 62 masters degrees were conferred in 2008, alongside the nearly 700 undergraduate degrees. In addition, a new school is being planned, the School of Hospitality and Tourism, which as part of its academic programme will run a hotel existing on the experimental farm as a commercial venture.

FACTS AND FIGURES AT A GLANCE¹⁰⁰

All of the students at Chinhoyi University of Technology are contact students (2,807) the majority of whom are full-time students (2,291). All students, except one, are Zimbabwean nationals, that student being from a non-SADC country.

TABLE 1 CHINHOYI UNIVERSITY OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	941	941	0	0	0
Business, Management & Law	1,509	1,282	0	227	0
Humanities and Social Sciences	357	0	0	0	0
TOTALS	2,807	2,223	0	227	0

Source: Chinhoyi University of Technology questionnaire response

TABLE 2 CHINHOYI UNIVERSITY OF TECHNOLOGY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	33
Business, Management & Law	64
Humanities and Social Sciences	38
Other (Institute of Lifelong Learning)	28
TOTALS	163

Source: Chinhoyi University of Technology questionnaire response

Contact Details: URL: www.cut.ac.zw, Physical Address: Off Harare Chirundu Highway, Postal Address: Private Bag 7724 Chinhoyi Zimbabwe, Telephone: 263-67-22203-5

⁹⁹ *University World News Africa Edition*, 22 January 2009.

¹⁰⁰ All data presented in this section is headcount data.

GREAT ZIMBABWE UNIVERSITY

THIS UNIVERSITY is currently situated on the Masvingo Teachers' College campus seven kilometres east of Masvingo town. However, its main location will soon be further from Masvingo and much nearer to the Great Zimbabwe National Monument, where a larger campus is soon to be built. But delays have bedevilled the project, even though early in 2008 the government had allocated a further Z\$6-trillion to finish the building of two complexes – one for the teaching of physics and the other for visual art training.

The Great Zimbabwe University began life as the Masvingo State University, which was established through the recommendations of the 1995 Chetsanga Report. The report had proposed the devolution of teachers' and technical colleges into degree-awarding institutions that would eventually become universities in their own right. A university college attached to the University of Zimbabwe was accordingly launched in 1999/2000. Two years later, an Act of Parliament created the autonomous Masvingo State University. The name was changed to Great Zimbabwe University two years later.

The university offers degree and diploma programmes at undergraduate and postgraduate levels in the arts, commerce, education and the sciences. The programmes are designed to be responsive to the needs of the job market in Zimbabwe's ever-changing economy.

The university's stated vision is to be 'a centre of excellence in the creative arts and culture'. According to the publicity material, 'the university's curriculum reflects those elements that promote our culture, reinforce our dignity and self-confidence and underpin our national unity. The curriculum seeks to pursue heritage reclamation as symbolised by the Great Zimbabwe settlement'. The birth of this new university is therefore seen as heralding a new era in higher education, a period that should see the Zimbabwean education system covering an increasing range of modern disciplines while at the same time being firmly anchored in the nation's culture.

FACTS AND FIGURES AT A GLANCE

TABLE 1 GREAT ZIMBABWE UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2009)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Arts	419	419	0	0	0	0
Commerce	1,289	1,289	0	0	0	0
Education	1,036	938	18	98	0	0
Sciences	603	603	0	0	0	0
TOTALS	3,347	3,249	18	98	0	0

Source: Supplied by this university via email – May 2009

TABLE 2 GREAT ZIMBABWE UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2009)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Arts	56
Commerce	48
Education	119
Sciences	47
TOTALS	270

Source: Supplied by this university via email – May 2009

Contact Details: URL: masu@comeone.co.zw, Postal Address: PO Box 1235, Masvingo, 2009, Telephone: +263 39 252100



HARARE INSTITUTE OF TECHNOLOGY

THE HARARE Institute of Technology was established in 1988 as the National Vocational Training Development Centre, a polytechnic that was finally converted into a full university in 2005. Its vision is 'to be a leading institution in the development, incubation, transfer and commercialisation of technology and manpower development for greater industrialisation' in Zimbabwe. At the moment it's a small institution, with only 268 enrolments in 2008, all at undergraduate level. There's a promising academic staff complement of 70, however, with 43 trained to masters level, and 11 with doctorates.

Nevertheless, the Harare Institute of Technology is reporting critical staff shortages in the teaching of science, engineering and technology, and business management. Other problems facing this potentially important institution include a lack of reference material for course portfolios, a lack of adequate equipment, a high staff turnover, and a high reliance on government subsidies and grants (nearly 85 percent of operating costs).

The second largest source of funding (just over 8,5 percent) is the university's Technology Centre, described in 2007 as equipment was arriving as 'the biggest machining centre in the country, supported by other lathe and milling operations'.¹⁰¹ From the same source, the acting Vice-Chancellor describes the Technology Centre as being at the heart of a 'science park project'. The Technology Centre will be equipped with 'state-of-the-art equipment' that will help with the training of the institution's students, and also with the training of people in small and medium enterprises to be well versed in all the stages of product development from invention to commercialisation'.

The Harare Institute of Technology is currently involved in two collaborative academic/research programmes, both with institutions in China. The university has the necessary ICT infrastructure to facilitate regional collaboration, but it lacks the necessary finances to effect staff exchanges with other SADC institutions, or to establish additional academic chairs.

FACTS AND FIGURES AT A GLANCE¹⁰²

All 268 students at the Harare Institute of Technology are contact, full-time students who are Zimbabwean citizens. As the Harare Institute of Technology is a newly-established degree awarding institute, there are few students currently enrolled at the university

TABLE 1 HARARE INSTITUTE OF TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	251	251	0	0	0
Business, Management & Law	17	17	0	0	0
TOTALS	268	268	0	0	0

Source: Harare Institute of Technology questionnaire response

TABLE 2 HARARE INSTITUTE OF TECHNOLOGY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	64
Business, Management & Law	6
TOTALS	70

Source: Harare Institute of Technology questionnaire response

Contact Details: URL: No university website found, Physical Address: Ganges Road, Belvedere, Harare, Telephone: (+263) 474 1430

¹⁰¹ From an article by Sifelani Tsiko, dated February 2007 and entitled 'Science Park Construction in Zimbabwe as Science Flourishes' retrieved from <http://www.gibbsmagazine.com>

¹⁰² All data presented in this section is headcount data.

LUPANE STATE UNIVERSITY

THIS SMALL rural university opened its doors to 81 undergraduate students in 2005 – except that the doors were 175 km away from where the campus was being built. By mid-2008, it was still being built, and the university was continuing to operate out of temporary premises made available by the National University of Science and Technology in Bulawayo. Lupane is a small town just off the main highway between Bulawayo and the Victoria Falls, and not far from Hwange (formerly Wankie) National Park. The campus has been designed to accommodate 600 students. Meanwhile, the explanations for the Lupane State University construction delays range from a land dispute to a shortage of funds caused by the country's high inflation rate devaluing the Z\$8-trillion that had been allocated in the 2007/08 budget for the completion of the campus buildings.

The inaugural enrolments have all been into the Faculty of Agricultural Sciences. Long-term plans include the establishment of academic programmes in the environmental sciences, wildlife management, forestry, and engineering. For

now though, the council of the struggling university has resolved to concentrate on agriculture; and, in an effort to assist the institution financially, to offer the services of academic staff to do agricultural studies and surveys on a commercial basis.

Of the nine academic staff at Lupane State University, one has a doctoral qualification, and six have masters degrees.

The university has recently introduced a Centre for Agriculture and Rural Development that will 'foster and facilitate sustained agriculture and development through the training of rural communities'. The university is also determined to build up a useful library. In this regard, a request to an international agency for books stated that 'reading materials will assist the students and researchers to come up with knowledge and skills that will empower the rural communities and provide solutions for sustainable development'.

FACTS AND FIGURES AT A GLANCE¹⁰³

All students at Lupane State University are full-time, contact students, and there are no students from other SADC or international countries.

TABLE 1 LUPANE STATE UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	40	40	0	0	0
Humanities and Social Sciences	41	41	0	0	0
TOTALS	81	81	0	0	0

Source: Lupane State University questionnaire response

TABLE 2 LUPANE STATE UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	10
Humanities and Social Sciences	6
TOTALS	16

Source: Lupane State University questionnaire response

Contact Details: URL: No university website found, Physical Address: Not available, Telephone: Not available

¹⁰³ All data presented in this section is headcount data.

MIDLANDS STATE UNIVERSITY

THE IDEA of a university in Zimbabwe's Midlands province originated when decisions were being made about developing a second higher education institution – the National University of Science and Technology. The Midlands city of Gweru put in a powerful bid, but lost out to Bulawayo.¹⁰⁴ Ultimately, through Zimbabwe's policy of higher education devolution that dominated the 1990s, Gweru got the country's third national university, which was called the Midlands State University.

A new campus was built 15 km out of town. Academically, though, the new institution was based on the old Gweru Teachers' College that had been affiliated to the Harare-based University of Zimbabwe. Indeed, for the first few years, the mother institution dictated the programmes being offered by the Midlands State University. At first, as new faculties were established, the fledgling university began to offer Bachelor of Commerce and Bachelor of Science degrees with major educational components. Today, the Midlands State University offers academic programmes

through seven faculties: Arts; Commerce; Education; Law; Natural Resource Management and Agriculture; Science and Technology; and Social Sciences. Plans for a further three faculties by 2015 are in the pipeline.

Perhaps because of the worsening economic climate into which the university was born (the establishment date is 2000), the financial arrangements look very different from many SADC universities that are almost wholly dependent on the state. The Midlands State University relies on the state for only half of its operating costs, while 32 percent comes from student fees, 10 percent from investment income, and eight percent from 'sundry income'.

The university nevertheless faces serious constraints: unfavourable student/lecturer and student/computer ratios, a serious lack of foreign currency to purchase teaching and learning resources, and the juniorisation of academic staff due to the current brain drain. It is estimated that 500 000 Zimbabwean professionals are now living and working outside the country.

FACTS AND FIGURES AT A GLANCE¹⁰⁵

All students at Midlands State University (10,387) are contact students, of whom 5,498 are full-time students and 4,889 part-time students. The majority (10,353) are national citizens, and the remainder (34) are students from the SADC region. There are no international students outside of the SADC countries (Actual data, 2007).

TABLE 1 MIDLANDS STATE UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,062	2,002	0	45	1	14
Business, Management & Law	3,688	3,481	0	205	2	0
Humanities and Social Sciences	4,637	4,188	48	383	6	12
TOTALS	10,387	9,671	48	633	9	26

Source: Midlands State University questionnaire response

TABLE 2 MIDLANDS STATE UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	107
Business, Management & Law	80
Humanities and Social Sciences	139
TOTALS	326

Source: Midlands State University questionnaire response

Contact Details: URL: www.msu.ac.zw, Postal Address: Private Bag 9055 Gweru Zimbabwe, Telephone: (+263-054) 260331/7

¹⁰⁴ See National University of Science and Technology entry on page 87.

¹⁰⁵ All data presented in this section is headcount data.

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

ZIMBABWE'S SECOND city, Bulawayo in the southwesterly quarter of the country, gained its own university – the National University of Science and Technology (NUST) – in 1991. Ten years later, the country's second medical school, the Bulawayo College of Health Sciences was established, housed within NUST facilities, but with its clinical departments set up in the Mpilo and United Bulawayo hospitals.

The idea of a second university for Zimbabwe first surfaced in the years immediately following independence, but it was not until the late 1980s that a commission was set up to explore the possibilities. The commission's conclusion was that in view of the increasing number of A-level students exiting the country's schools, university expansion 'is not only justified: it is a necessity'. So in 1991, the new university opened its doors with 270 students and 28 academic staff. By 2007, the academic staff complement had risen to 182, with 82 percent of them holding qualifications at masters level, and the remainder with doctorates.

Besides the health sciences college, NUST offers a variety of academic programmes through its three faculties: Commerce; Applied Science; and Industrial Technology. An innovation with considerable potential is the setting up of a university-related Technology Park where NUST will interact with local industry, effecting technology transfer and the commercialisation of university research. It is planned that a likely first focus in the Park would be in the fields of electronics and ICT. The problem in the present climate is start-up funding.

Finance is everywhere the problem. Students from other SADC countries have decreased substantially as Zimbabwe's economy has moved towards collapse. NUST has the ICT infrastructure to facilitate regional collaboration, but lacks the necessary technical support. Nevertheless, a few collaborative programmes still exist with neighbouring countries. However, the greatest impediment to more vigorous regional partnerships, according to NUST itself, is internal apathy.

FACTS AND FIGURES AT A GLANCE¹⁰⁶

All students at the National University of Science and Technology are contact students, and most (85%) are full-time. The majority of students (4,763) are national citizens, while 16 are international students from within the SADC region and two are from outside of the SADC region.

TABLE 1 NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC) ¹⁰⁷
Science, Engineering & Technology	2,009	1,855	0	139	15	0
Business, Management & Law	2,032	1,519	81	432	0	70
Humanities and Social Sciences	451	423	0	28	0	25
Health Sciences	26	26	0	0	0	0
Other (Built Environment)	263	250	0	13	0	0
TOTALS	4,781	4,073	81	612	15	95

Source: National University of Science and Technology questionnaire response

TABLE 2 NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	109
Business, Management & Law	34
Humanities and Social Sciences	18
Health Sciences	11
Other (Built Environment)	10
TOTALS	182

Source: National University of Science and Technology questionnaire response

Contact Details: URL: www.nust.ac.zw, Physical Address: Not available, Telephone: Not available

¹⁰⁶ All data presented in this section is headcount data.

¹⁰⁷ Short-term courses are not part of the main National University of Science and Technology programmes and are run by a continuing education unit and so are not included in Total Student Numbers.

UNIVERSITY OF ZIMBABWE

THIS UNIVERSITY, Zimbabwe's oldest, has a long history. Immediately after World War II, in 1945/46, calls were made for the establishment of a university college to serve the needs of Rhodesia (now Zimbabwe) and neighbouring territories. In 1952, classes commenced in downtown Salisbury (now Harare) and the following year the Queen Mother laid the foundation stone on the original buildings erected on the Mount Pleasant campus, where the university is still situated some six kilometres north of the capital city. By the mid-1950s, the University College of Rhodesia and Nyasaland was established, based on a special relationship with the University of London.

From these foundations, and through the turbulent times endured by Rhodesia and post-1980 Zimbabwe, has grown an institution of international reputation. The University of Zimbabwe (it was renamed after independence) offers academic programmes through nine faculties: Agriculture; Arts; Commerce; Education; Engineering; Law; Science; Social Studies; and Veterinary Medicine. A College of Medicine was

established in 1963 at Parirenyatwa Hospital, Zimbabwe's largest referral hospital.

Out of this wide array of academic facilities has flowed a stream of top-class talent. Here are a few examples: Arthur Mutambara, Rhodes Scholar and Professor of Robotics who worked for NASA, America's space programme; Lawrence Levy, Africa's first neurosurgeon who developed the Harare shunt for hydrocephalus; Christopher Chetsanga who when he was at Harvard University discovered two enzymes involved in DNA repair; and Dumbudzo Marechera, novelist and poet who was expelled from the University of Zimbabwe and later worked at New College, Oxford.

At one time, the university employed well over 1 000 professors, but by 2007 only 627 faculty staff remained. Some departments have since closed.

FACTS AND FIGURES AT A GLANCE¹⁰⁸

All 12,568 students at the University of Zimbabwe are contact students, with 87% of them being full-time. Almost all students (12,466) are Zimbabwean nationals, with 63 students from SADC countries and 39 from other international, non-SADC countries.

TABLE 1 UNIVERSITY OF ZIMBABWE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,182	1,375	9	194	16	588
Business, Management & Law	3,538	2,118	501	914	5	0
Humanities and Social Sciences	4,279	3,348	131	717	83	0
Health Sciences	1,809	1,558	56	173	22	0
Other (Agriculture)	508	444	0	49	15	0
TOTALS	12,316	8,843	697	2,047	141	588

Source: University of Zimbabwe questionnaire response

According to its website, the university employs a total staff complement of almost 3,000. This comprises lecturing and non-lecturing staff but excludes part-time staff.

Contact Details: URL: <http://www.uz.ac.zw>, Postal Address: P O Box MP167, Mt Pleasant, Harare, Zimbabwe, Telephone: (+263 43) 03 211

¹⁰⁸ All data presented in this section is headcount data.

ZIMBABWE OPEN UNIVERSITY

THE ORIGINS of Zimbabwe's only distance-learning university date back to 1993 when a Centre for Distance Learning was established within the Faculty of Education at the University of Zimbabwe in Harare. The impetus behind this development came from a national Education Department that realised there were increasing numbers of people across the country who were prevented from gaining tertiary qualifications by the barriers of geography as well as by the colonial legacy of under-development. The centre therefore soon evolved into the University College of Distance Education, and then in 1999 into the Zimbabwe Open University.

In order to increase its accessibility for students, the university rapidly established regional centres in each of Zimbabwe's ten provinces. Each regional centre serves as the hub for all the learning activities for students in that province: from registration to face-to-face tutoring and counselling, and from assignment administration to a venue for invigilated examinations. These centres obviate the need

for students to travel to the university's headquarters in Harare, thus substantially cutting travelling costs.

The Zimbabwe Open University copes with nearly half of all the country's 41 000 university enrolments. Most are enrolled for undergraduate programmes across a wide range of study fields, including science, engineering and technology, business, management and law, humanities and social sciences, and health sciences – although over 1 770 students did enrol for masters degrees, and a further 472 for basic postgraduate honours degrees or diplomas. The academic staff numbers 158.

The university faces severe problems in several areas. Infrastructure constraints – lack of its own premises, inadequate libraries, and no broadband Internet connectivity – hinder it from achieving all its objectives; and the institution's financial sustainability is being damaged by the current hyperinflation coupled to fees that are regulated by the state, and the unavailability of credit terms from suppliers of goods and services.

FACTS AND FIGURES AT A GLANCE¹⁰⁹

Zimbabwe Open University provides distance education to students. In 2007, the university had a total enrolment of 19,676 students of whom the majority were Zimbabwean nationals, with seven SADC nationals and two students from other international, non-SADC countries.

TABLE 1 ZIMBABWE OPEN UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	1,760	1,760	0	0	0	0
Business, Management & Law	6,642	4,898	453	1,291	0	0
Humanities and Social Sciences	10,271	9,651	19	484	0	117
Health Sciences	1,003	1,003	0	0	0	0
TOTALS	19,676	17,312	472	1,775	0	117

Source: Zimbabwe Open University questionnaire response

TABLE 2 ZIMBABWE OPEN UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	28
Business, Management & Law	31
Humanities and Social Sciences	85
Health Sciences	14
TOTALS	158

Source: Zimbabwe Open University questionnaire response

Contact Details: URL: <http://www.zou.ac.zw>, Postal Address: P.O Box MP 1119, Mount Pleasant, Harare, Zimbabwe, Telephone: (+263 4) 793 003/8/9

¹⁰⁹ All data presented in this section is headcount data.