



Mainstreaming Higher Education in National and Regional Development in Southern Africa

Regional Country Profiles

The Study Team are responsible for the choice and presentation of the data and facts contained in this document and for the opinions expressed therein, these are not necessarily those of SARUA nor the AAU and do not make any commitment for either association.

The country study presented here was prepared as a part of the study “Mainstreaming Higher Education in National and Regional Development in Southern Africa” (SARUA, 2009). It forms the background data to that study and is published here as an appendix to that report. The Country Studies data has not been subjected to the same level of editorial scrutiny as the Report itself. However, we publish these country studies as supplemental information to that presented in the Report, and hope that they will be of value to other researchers in the region.

ZIMBABWE

14.1 Country Context

TABLE: 1. World Development Indicators

World Development Indicators	Yr 2006
Population, total (millions)	13.2
Population growth (annual %)	0.8
Surface area (sq km) (thousands)	390.8
Life expectancy at birth, total (years)	42.7
Mortality rate, infant (per 1 000 live births)	67.9
Literacy rate, youth female (% of females ages 15-24)	97.9
GNI (current US\$) (billions)	3.2
GNI per capita, Atlas method (current US\$)	340
Prevalence of HIV, total (% of population ages 15-49)	18.1

Source: *World Bank Zimbabwe: Quick Facts*¹

Zimbabwe attained its independence from Britain in April 1980. Zimbabwe inherited an economy that was more industrialised than most in Africa, with a diversified productive base, well-developed infrastructure, and a relatively sophisticated financial sector. In the decade following independence, Zimbabwe's economic growth was strong, and living standards improved significantly. In the late 1990s, Zimbabwe's economic growth began to slow, following a balance of payments crisis and repeated droughts. By 2002, Zimbabwe's economy was in trouble as a result of poor macroeconomic management, political violence and the wider impact of a land reform programme on food and export crop production, as well as the important links the commercial agricultural sector had with the financial and manufacturing sectors. Moreover, with the exchange rate becoming progressively overvalued, foreign exchange shortages became commonplace.

14.2 Planning Context

¹<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/ZIMBABWEEXTN/0,,menuPK:375762~pagePK:141132~piPK:141109~theSitePK:375736,00.html> accessed 19 August 2008
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/ZIMBABWEEXTN/0,,menuPK:375762~pagePK:141132~piPK:141109~theSitePK:375736,00.html>

Vision 2020 (no data obtained)

PRSP: Zimbabwe has no PRSP

The Economic Structural Adjustment Programme (ESAP) has replaced the previous (5th) National Development Plans.

National Action Plan: Education for All – towards 2015 (NAP)

‘Guarantee Zimbabwe as a regional leader in the creative use of new and existing knowledge, skills, attitudes and resources through local mobilisation of provision and quality of higher and tertiary education.’

14.3 Education Context

The Ministry of Education, Sport and Culture (MOESC) in Zimbabwe has a Minister, with a Deputy Minister, as the political heads and a Permanent Secretary as the administrative head of the Ministry. The Ministry comprises five functional divisions: Quality Assurance, Human Resources Development, Policy and Research Development, Communication, and Finance.

Formal Education System in Zimbabwe

As detailed below Zimbabwe's education system consists of seven years of primary and six years of secondary schooling before students can enter university.

TABLE: 2. Formal Education System in Zimbabwe

Level of Education	Grades	Number of Years	Age Range	National Examination/Certificate
Primary	Grades 1-7	7	6-12 yrs	4 nationally-set Grade 7 examinations <ul style="list-style-type: none">• Mathematics• English,• Shona or Ndebele• Content (combination of sciences and social sciences)
Secondary	Forms I-VI	6	13 – 18 yrs	

	Forms I & II		Zimbabwe Junior Certificate (ZJC)
	Forms III & IV		O-level
	Forms V & VI		A-level

Primary

In urban areas the medium of instruction is English, with Shona or Ndebele taught as an additional subject. In rural schools students begin learning in their mother tongue, but a transition to reading and writing in English is made by Grade 3. The curriculum is national with prescribed textbooks all in English.

Secondary School: Forms I-VI

Students entering secondary school at Form I (usually aged 12 – 13 yrs) compete for places in the private and mission schools based on their Grade 7 examination results, as well as school-based interviews and placement tests. The competition at the better quality government schools in urban areas is pronounced with long waiting lists. Government schools take students by zone and then allot the rest of the places to those with the best qualifications. The curricular framework in Form I and II consists of eight subjects: English, Shona or Ndebele, Mathematics, Science, History, Geography, Bible Knowledge, and one practical subject (i.e. Food and Nutrition, Fashion and Fabrics, Woodwork, Agriculture, Metalwork, Technical Drawing).

O & A Levels.

Based on their Form I and II reports, students are streamed into O-level studies in Forms III and IV. To receive a pass at ZIMSEC and achieve an O-level GCE certificate, a student needs to have passed at least five subjects, including English language, with a mark of 'C' or better. (Students typically write their O-level exams at 15 – 17 years of age.) The English and Mathematics O-level examinations serve as gatekeepers for many students as they cannot proceed to A-levels without a pass in these two subjects. Entrance into A-level is competitive, with the majority of O-level learners exiting the schooling system and either returning to small-scale farming, entering the work force or proceeding to a vocational course, a technical school or a nursing or teaching college. With Zimbabwe's rate of unemployment currently surpassing 70 percent, many O-level graduates face bleak employment prospects. Only those with the best scores manage to find a place in an A-level programme.

TABLE: 3. Enrolment in General Education

Year	Primary			Secondary		
	Schools	Enrolments	Teachers	Schools	Enrolments	Teachers
1999	4,723	2,460,323	59,973	1,548	834,880	30,572
2000	4,741	2,460,669	1,555	1,555	844,183	34,163

Source: Ministry of Education Website.2008

14.3.1 Focus on Higher Education

All data in this section on Zimbabwe has been sourced from secondary, mostly web- based resources. Although the intention of the overall study is to focus on the period after 2005, a lot of available data (including that sourced from the Government of Zimbabwe; UNESCO and World Bank) is from 2001/2. The data is included to allow for an indication of the higher education sector in the country, but it is suggested that a field visit to Zimbabwe by SARUA would serve to update this report. (Due, primarily, to time restraints this was not conducted as part of this study.) Professor KP Dzvimo of the University of Johannesburg assisted in providing anecdotal information as well as contextualising this report. Professor Dzvimo was a previous Vice-Chancellor of the University of Zimbabwe and is currently the Head of Department of Educational Management at the University of Johannesburg.

14.3.1.1 Policy environment

National Action Plan (NAP): Education for All – towards 2015

In 2004 the 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, as well as earlier reforms of the education sector, aimed to increase enrolment and improve the quality of all levels of education. The NAP introduced a 100 percent student loan system which was available to students studying at both public and private institutions. TVET was reformed through the establishment of the Zimbabwean Occupational Standards Services (ZOSS), which aimed to bring a closer link between TVET training and employers. Planning for higher education is conducted at a central level with the Ministry of Economic Development and Ministry of Planning having direct input into allocations to institutions, according to the perceived skills needs of the country.

14.3.1.2 Profile of Higher Education

In 1957 the University College of Rhodesia and Nyasaland was established by the Federation of Rhodesia and Nyasaland in Salisbury. This was converted to the University of Zimbabwe after independence with the appointment of President Robert Mugabe as Chancellor.

Public Universities

Today Zimbabwe has eight public universities. The University of Zimbabwe is the largest followed by the National University of Science and Technology

Private Universities

Private universities are mostly church-based institutions and include:

TABLE: 4. Private Universities

Examples of the Largest Private Universities	Date opened	Enrolment 2002	Owners	Courses offered
Africa University	1992		Methodist Church	Agriculture; Natural Resources; Theology
Solusi		694	7 th day Adventist Church	MBA; Family & Consumer Sciences
Catholic University	1999	135	Catholic Church	Business Management; IT; Humanities
ARRUPE College	1997	80	Jesuits	University of Zimbabwe BA; Philosophy and Foreign (Gregorian) BA

In addition, UNISA (South Africa's distance education university) and the UK's Open University operate in Zimbabwe. In the last few years, Malaysian and Indian private universities have established programmes in Zimbabwe. The government does not provide funding for private universities, but has a rigorous registration and monitoring process for them.

Other Tertiary Institutions

There are 12 Polytechnic and ITC colleges and approximately 400 private vocational institutions, offering both short and long courses to approximately 1 500 students in the fields of hospitality,

applied arts, business, IT and other trade specific courses. The Harare Institute of Technology for example, awards degrees in technical subject areas.

TABLE: 5. Enrolment (by Degree Cluster) University of Zimbabwe (2000)

Degree Cluster	Male	Female
Agriculture	300	81
Commerce	553	188
Education	274	158
Health Sciences	847	367
Arts	676	440
Science	724	294
Social Science	988	699
English	729	40
Law	210	130
Veterinary Science	88	34
Total 7820 (31% female population)	5389	2431

Source: Boston College for Higher Education-INHEA. www.be.edu

TABLE: 6. Enrolment by Institution Type

Type of tertiary institution	2001	2002	2003
Technical Colleges	21,992	17,046	16,241
Teachers Colleges	17,449	21,900	18,893
University	34,753	35,606	43,347
Total Tertiary Enrolment	73,204	74,552	78,481

Source: Zimbabwe Government online www.mhet.ac.za

TABLE: 7. Percentage of Female Enrolment (by Institution Type)

Type of tertiary institution	2001	2003
Teacher Colleges	53	54
Technical Colleges	32	32
University	36	36

Source: Zimbabwe Government online www.mhet.ac.za

Total university enrolment is 22 000 (www.ibe.unesco.org). This amounts to 0.46 percent of the primary school enrolment of 2.5 million and 1.3 percent of secondary school enrolment. TVET enrolment is approximately 11 000.

14. 3.1.3 Governance

Education Act 1987 (as amended 1999)

In 1999 the Commission of Enquiry into Education and Training recommended changes in the Education Act, primarily to curb spiralling education costs at all levels. The act also allowed for Executive Deans to be appointed at Zimbabwean universities, a move introduced in some of the other SADC countries many years later.

Zimbabwe has a specific Ministry of Higher and Tertiary Education, separated from the MOESC, which governs and administers general education. The National Council of Higher Education is responsible for broad sectoral strategies. Members of this council include representatives from industry, government, religious bodies, professional associations and higher education institution Vice Chancellors.

14.3.1.4 Research

Prior to the economic decline in the country, research was encouraged at the University of Zimbabwe. The university introduced study leave of 28 days for every two years of service and made research grants available. Zimbabwe is the third largest producer of scientific articles in the SADC region. The country produced 1,680 scientific articles in the period 2001 to 2007, with an average of

240 articles per year. The University of Zimbabwe and National University of Science and Technology are responsible for the bulk of these articles. (Mouton. 2008)

14.4 Financing Context

In Zimbabwe's national budget structure Education is combined with Sport and Culture and Social Welfare is combined in a vote with Public Services and Labour. It is also important to note that teacher training is included in the Higher and Tertiary Education budget. The figures presented in the tables below have been obtained from the Ministry of Finance Budget Estimates Book. It is difficult to analyse financing trends in Zimbabwe due to the extremely high inflation rates and the revaluation of the currency. At the time of writing, reliable GDP figures and budget information for the 2008 financial year could not be sourced.

14.4.1 Trends in allocation

TABLE: 8. National Budget Allocations

Zim\$	2005	2006	2007
Allocation	Estimate	Estimate	Estimate
Total Expenditure	34,479,314,148,504	460,215,417,785	41,724,026,879,000
Education, Sport & Culture	5,467,582,549,000	47,628,717,764	6,623,873,346,000
% of budget	15.86%	10.35%	15.88%
Higher and Tertiary Education	1,694,777,483,000	20,252,837,770	2,525,196,862,024
% of budget	4.92%	4.40%	6.05%
Health & Child Welfare	2,946,715,765,000	28,335,096,662	3,632,553,813,700
% of budget	8.55%	6.16%	8.71%
Public Service, Labour and Social Welfare	4,159,338,637,000	31,516,107,081	3,829,798,653,000
% of budget	12.06%	6.85%	9.18%
Defence	2,812,979,442,000	26,618,077,486	3,051,685,429,647

% of budget	8.16%	5.78%	7.31%
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Source: Ministry of Finance Budget Estimates, (2006 and 2007) and Supplementary Estimates of Expenditure 2007

Spending on education occupies a significant proportion of the budget of Zimbabwe. The combined budget for the MOESC and the Ministry of Higher and Tertiary Education represents on average 19.2 percent of the total budget in the period 2005 to 2007. Spending on Higher and Tertiary Education on its own received a significant proportion of the budget and increased from 4.92 percent in 2005 to 6.05 percent in 2007. Over the same period the proportion allocated to Health and Child Welfare remained fairly constant at 8.71 percent in 2007. In contrast the budget for Public Service, Labour and Welfare decreased from 12.1 percent to 9.2 percent and Defence decreased marginally from 8.2 percent to 7.3 percent.

TABLE: 9. Education, Sport and Culture Budget Allocations

Zim\$	2005	2006	2007
Allocation	Estimate	Estimate	Estimate
Total Expenditure	5,467,582,549,000	47,628,717,764	6,608,844,871,000
Administration and General	382,753,016,889	3,619,750,148	881,669,647,000
% Total	7.00%	7.60%	13.34%
Education Service Centre	6,498,716,000	40,508,586	6,281,927,000
% Total	0.12%	0.09%	0.10%
Secondary Education	1,832,213,244,000	14,341,353,583	1,997,634,297,000
% Total	33.51%	30.11%	30.23%
Primary Education	3,246,117,572,111	29,627,105,447	3,723,259,000,000
% Total	59.37%	62.20%	56.34%

Source: Ministry of Finance Budget Estimates, (2006 & 2007) and Supplementary Estimates of Expenditure 2007

Spending in the Education budget is dominated by the Primary Education programme which receives, on average, 59.3 percent of total expenditure. This is followed by spending on Secondary Education that receives, on average, 31.3 percent of total expenditure.

TABLE: 10. Higher and Tertiary Education Budget Allocations

Zim\$	2005	2006	2007
Allocation	Estimate	Estimate	Estimate
Total Expenditure	1,694,777,483,000	20,252,837,770	2,521,619,149,024
Administration and General	1,392,403,788,000	15,604,116,809	2,285,723,751,024
% Total	82.16%	77.05%	90.65%
Teacher Education	157,469,977,000	3,708,171,242	139,095,282,000
% Total	9.29%	18.31%	5.52%
Vocational Education and Training	144,903,718,000	940,549,719	96,800,116,000
% Total	8.55%	4.64%	3.84%

Source: Ministry of Finance Budget Estimates, (2006 and 2007) and Supplementary Estimates of Expenditure 2007

The main proportion of the budget to Higher and Tertiary Education is allocated to the Administration and General programme that receives, on average, 83.28 percent of the programme budget (2005 – 2007). As a proportion of the total programme budget, administration increased from 82.2 percent in 2005 to 90.7 percent in 2007. This amount included transfers to Higher Education institutions, the National Council for Higher Education and scholarships. The detailed breakdown is given in table 11.

14.4.2 Activity Support

TABLE: 11. Breakdown of Higher and Tertiary Education Budget

Zim\$	2005	2006	2007
Allocation	Estimate	Estimate	Estimate
Administration and General	1,392,403,788,000	15,604,116,809	2,285,723,751,024
Current Expenditure			
Employment costs	18,312,025,000	359,880,860	19,323,297,000
% Administration and General	1.32%	2.31%	0.85%
Goods and Services	5,711,800,000	658,365,685	6,756,735,000
% Administration and General	0.41%	4.22%	0.30%

Maintenance	1,218,000,000	7,275,266	670,000,000
% Administration and General	0.09%	0.05%	0.03%
Current transfers	1,033,208,663,000	9,259,352,194	1,583,262,809,000
% Administration and General	74.20%	59.34%	69.27%
Programmes		37,400,000	3,500,000,000
% Administration and General		0.24%	0.15%
Capital Expenditure			
Capital transfers	333,453,300,000	5,278,842,804	671,420,910,024
% Administration and General	23.95%	33.83%	29.37%
Project management			600,000,000
% Administration and General			0.03%
Acquisition of fixed capital assets	500,000,000	3,000,000	190,000,000
% Administration and General	0.04%	0.02%	0.01%
Teacher Education	157,469,977,000	3,708,171,242	139,095,282,000
Current Expenditure			
Employment costs	119,331,176,000	3,464,239,442	111,419,204,000
% Teacher Education	75.78%	93.42%	80.10%
Goods and Services	32,264,501,000	116,750,698	22,146,078,000
% Teacher Education	20.49%	3.15%	15.92%
Maintenance	1,719,300,000	11,576,682	800,000,000
% Teacher Education	1.09%	0.31%	0.58%
Current transfers	450,000,000	579,420	315,000,000
% Teacher Education	0.29%	0.02%	0.23%
Capital Expenditure			
Acquisition of fixed capital assets	3,705,000,000	115,025,000	4,415,000,000
% Teacher Education	2.35%	3.10%	3.17%
Vocational Education and Training	144,903,718,000	940,549,719	96,800,116,000
Current Expenditure			

Employment costs	72,733,101,000	548,257,495	63,869,338,000
% Vocational Education & Training	50.19%	58.29%	65.98%
Goods and Services	23,671,117,000	107,401,071	22,469,039,000
% Vocational Education & Training	16.34%	11.42%	23.21%
Maintenance	1,689,500,000	10,593,153	1,876,739,000
% Vocational Education & Training	1.17%	1.13%	1.94%
Capital Expenditure			
Acquisition of fixed capital assets	46,810,000,000	274,298,000	8,585,000,000
% Vocational Education & Training	32.30%	29.16%	8.87%

Source: Ministry of Finance Budget Estimates, (2006 & 2007) and Supplementary Estimates of Expenditure 2007

Almost the entire Administration and General budget is allocated to current and capital transfers, of which the main beneficiaries are universities and TVET institutes. The breakdown is illustrated below. Within the Teacher Training and Vocational Education and Training programmes, the main items of expenditure are employment costs and goods and services.

TABLE: 12. Current and Capital Transfers

Zim\$	2005	2006	2007
Allocation	Estimate	Estimate	Estimate
Transfers	1,367,111,963,000	14,538,774,418	2,254,998,719,024
University and Institutes of Technology	1,364,768,963,000	14,348,179,961	2,252,144,077,024
Current	1,032,715,663,000	9,095,837,157	1,580,723,167,000
Capital	332,053,300,000	5,252,342,804	671,420,910,024
% transfers	99.83%	98.69%	99.87%
Scholarships – foreign students	400,000,000	110,515,037	1,141,792,000
Subscriptions to various orgs	93,000,000	3,000,000	25,350,000
Civil Service housing fund	1,400,000,000	26,500,000	

Private registered colleges (current)	450,000,000	579,420	315,000,000
National Council for Higher Education		50,000,000	1,372,500,000

Source: *Estimates of National Expenditure 2008*

Over the period 2005 to 2007, on average, 99.5 percent of transfers went to universities and institutes of technology. The remainder of transfers were allocated to scholarships for foreign students (0.28 percent), private registered colleges (0.02 percent), subscriptions to various organisations (0.01 percent), civil service housing fund (0.14 percent), and the National Council for Higher Education (0.2 percent).

14.5 Donor Context

In 2000 the World Bank suspended all loans to Zimbabwe. Between 1980 and 2000, US\$1.6 billion had flowed into the country that had supported a range of projects, including land reform, health and infrastructure development, but had not been supporting any education-related projects. Currently most foreign aid into the country is earmarked for HIV/AIDS and humanitarian relief efforts.

14.6 Issues and Observations

One of the challenges faced by Zimbabwe over the last eight years of economic decline has been the loss of skills. The Forced Migration Studies Programme at the University of Witwatersrand (Johannesburg, South Africa) states that there are no accurate figures of how many Zimbabweans are in South Africa, but that the figure is between one and three million² Even at the low level of one million, this amounts to 8 percent of the country's population of 13 million and does not include the Zimbabweans living in the rest of Southern Africa or abroad. This situation is exacerbated by South Africa's campaign to recruit 4 000 maths and science teachers from the SADC region. The PTUZ (a trade union of Zimbabwean teachers) estimates that 15 200 teachers have left the country since 2000 to work in other SADC countries. Anecdotal evidence indicates that up to 25 percent of the scarce skills positions (such as engineers) in South Africa are filled by Zimbabwean graduates. In addition, Zimbabwean graduates are found at South African campuses across the country. The number of Zimbabweans included in South African faculties either on contract or in permanent positions is proposed as a field of further study for SARUA. The ability to continue funding public universities as well as the exodus of professionals are the primary challenges which need to be addressed in Zimbabwe. Apart from the loss to the economy, these factors are contributing to the erosion of the quality of higher education. Zimbabwe transformed the previous colonial education system into a post-independence success story and despite the economic and political turmoil in the country many of the positive gains made in the 1980s and 90s are still evident, if somewhat

² <http://migration.org.za>

diminished. As Zimbabwe gained its independence twenty years after most other sub-Saharan countries, higher education was at its peak, when a lot of other countries' systems were in decline. The quantity and quality of outputs from higher education continued to improve in the 1990s, but began to show decline from 2001/2 onwards. There is a lack of current data available on Zimbabwe's higher education system, but it is apparent that a significant proportion of the region's skill base can be traced back to Zimbabwe.