



IOM International Organization for Migration

COUNCIL FOR ASSISTING REFUGEE ACADEMICS

cara

CARA/IOM Zimbabwe Higher Education Initiative

‘Consultation Findings’

in partnership with:



BRITAIN ZIMBABWE SOCIETY



Zimbabwe Diaspora Development
Interface

... the Interface for Bridging the gap between Zimbabwe and the Diaspora



JAPAN
Official Development Assistance

June 2010

Zimbabwe Higher Education Initiative
Consultation Findings

Contents

Foreword	4
1.0 Introduction	5
2.0 Higher Education in Zimbabwe	5
3.0 Background to the Zimbabwe Higher Education Initiative	6
3.1 CARA	7
3.2 IOM	8
4.0 CARA, IOM, ZDDI & BZS Partnership	9
5.0 Consultation Process	9
5.1 Consultation Team	13
5.2 List of participating institutions	13
6.0 Consultation Proceedings	14
6.1 Question & Answer Sessions	15
6.2 Group Work Sessions	16
7.0 Consultation Findings	16
7.1 Critical Issues Facing Higher Education in Zimbabwe	17
7.1.1 Human Resource Gaps	17
7.1.2 Physical Resource Gaps	18
7.1.3 Financial Instability	18
7.1.4 Student Support	18
7.2 Recommendations to Address Critical Issues	19
7.2.1 Human Resource Gaps	19
7.2.2 Diaspora Engagement	19
7.2.3 Enhanced Links	21
7.2.4 Physical Resource Gaps	22
7.2.5 Improve Financial Stability	

in the Higher education Sector	<u>22</u>
7.2.6 Student Support	<u>23</u>
8.0 Post-Consultation: Offers of Support	<u>23</u>
9.0 Conclusion	<u>24</u>
Bibliography	<u>26</u>
Appendix 1	<u>27</u>
Appendix 2	<u>30</u>

**Foreword by Professor Chetsanga,
Chairman of the Zimbabwe Council on Higher education**

The Zimbabwe Council on Higher Education (ZIMCHE) has become increasingly concerned about the negative impact that the high vacancy rates registered in many departments of the country's 9 state universities will have on the capacity of these institutions to produce high calibre graduates. - The highest priority assigned to ZIMCHE by the Zimbabwe Government is to oversee the maintenance of the quality of higher education in Zimbabwe. It is from that perspective that ZIMCHE greatly appreciates the effort to mobilize relief strategies that the CARA/IOM consultation process has mounted.

The flight of Zimbabwe's well-trained university lecturers into the diaspora has been caused by the country's economic downturn, coupled with the inflationary spiral during the period 2000 to 2009. This meltdown progressively reduced the capacity of critical segments of Zimbabwean employers to provide reasonable remuneration packages to their employees who included the bulk of the country's skilled manpower. The economic demise became a push factor that drove large numbers of Zimbabwe's university lecturers into the diaspora. The pull factors presented by diasporian destinations are their stronger economies that make them capable of providing better remuneration packages than Zimbabwean state universities.

The series of consultative fora at which CARA/ IOM and partners held consultations with Zimbabwean educational leaders and Zimbabwe's diasporians were greatly appreciated by the affected Zimbabwean universities that are seriously stressed by lecturer shortages. It is hoped that the findings from these consultations will enable CARA/ IOM and its partners to help raise the appropriate amount of money for, amongst other things, the funding of periodic short term trips by Zimbabwean lecturers in the diaspora to return to identified needy universities to provide relief lectures. Such activities are most welcome to ZIMCHE as they will play an important role in restoring quality assurance provisions for Zimbabwe higher education.

**Prof Christopher J Chetsanga
Chairman, Zimbabwe Council on Higher education
Runhare House, 2nd Floor
Kwame Nkrumah Ave./Fourth St
P Bag CY 7785
Causeway, Harare
ZIMBABWE**

1.0 Introduction

This report documents the Zimbabwe Higher Education Initiative Consultation process carried out between March and April 2010. It will detail the reason for CARA/IOM's intervention; the current state of the higher education system in Zimbabwe and the difficulties currently facing Zimbabwean academics. The latter sections of the report draw together the ideas and opinions communicated during the Consultations held in the UK, South Africa and Zimbabwe. With over two hundred Zimbabweans and friends of Zimbabwe consulted on the state of the nation's higher education system and on ways to rebuild the sector this report documents the comments and recommendations put forward by Consultation delegates. An overarching objective of this document is to ensure that the dialogue between Zimbabweans and those in the diaspora, initiated by the Consultation process, is continued and strengthened in a bid to find solutions to restore the nation's higher education system to its former status: as "a source of inspiration to many countries in the region [and]...of the highest academic calibre¹".

2.0 Higher Education in Zimbabwe

Zimbabwe has experienced a severe economic decline over the last decade, leading to serious macroeconomic distortions such as: severe foreign currency shortages, hyperinflation, an accumulation of public debt and reduced industrial capacity. As a consequence, the governments' budgetary allocation to the higher education sector has been in drastic decline². Some of the issues arising from the depletion in budgetary allocation are presented below:

- A major challenge facing Zimbabwe's higher education institutions are the heightened fees for both tuition and accommodation, to be paid in US Dollars. Following the new fees and currency regime, the 2009 first school term and academic year saw huge dropouts and students forced to defer. Tuition fees ranged from between US\$400 to US\$1,200 per semester while the average salary in Zimbabwe is set at US\$100 per month. During June 2010, hundreds of students were prohibited from sitting exams after failing to pay tuition fees³. A further challenge to the teaching and learning quality Zimbabwean academic institutions is

¹ SARUA (2010:2)

² James, Makuto & Maponga (2009)

³ Zimbabwe Independent (2010)

the severe staff shortages. In March 2010, university lecturer salaries were increased to \$800 per month, however, they remain well below the regional average which is set at \$2,000 per month⁴.

- There has been gross underfunding of institutions by the government since the 1990s. Institutions were receiving funds from research, research partnerships with businesses, organisations and the donor community, but such support has dried up. This lack of funding has severely affected the quality of education: there are insufficient funds to buy up-to date teaching and learning materials, equipment and resources, to update technology and curricula⁵.
- The majority of infrastructure, facilities and equipment are dilapidated, and the limited resources have pushed any repairs or maintenance down in the priority list⁶.
- Zimbabwe's higher education sector has been hard hit by the "brain drain" of the past decade. The exodus of highly skilled and experienced professionals left Zimbabwe's Universities, Colleges and schools facing severe shortages in manpower and resources. Zimbabwe's economic recovery, and the national commitment to rebuilding the educational sector, has led to an increased interest in finding practical ways in which Zimbabwe's diaspora, and friends of Zimbabwe, can engage and assist in higher education initiatives.

With a view to initiating a dialogue between Zimbabweans and those in the diaspora so as to explore the role they can play in rebuilding the higher education sector in Zimbabwe, CARA and IOM, in partnership with BZS and ZDDI, held a series of consultative workshops in Zimbabwe, South Africa and the UK in March – April 2010.

3.0 Background

3.1 CARA

CARA was established in 1933 in response to the persecution of academics across Europe by fascist regimes. It was founded as the 'Academic Assistance Council' by leading figures

⁴ University World News, (14th March 2010)

⁵ University World News (2010)

⁶ Republic of Zimbabwe Ministry of Higher and Tertiary Education (2009)

such as Sir William Beveridge; Lord Rutherford; John Maynard Keynes; A V Hill, Lionel Robbins; and Margery Fry, to help the thousands of Jewish academics dismissed from universities and unable to continue their work. Amongst the 1,500 academics assisted in the early years, sixteen went on to win Nobel Prizes, eighteen received Knighthoods, and well over a hundred were elected Fellows of The Royal Society and The British Academy, and many more became leaders in their respective fields.

CARA works to support academics seeking refuge in the UK, offering grants to enable refugee academics to achieve employment in the UK at a level commensurate with their skills and experience in the long term. In recent years, the organisation experienced an alarming increase in the number of Zimbabwean refugee academics seeking assistance. In 2009, 17% of grant applications and the majority of new enquiries were from Zimbabweans. Reports of the dramatic decline in the quality of the higher education sector, exacerbated by the continued and sustained flight of academics from the country compelled the organisation to respond to the issues facing academics and to investigate the diasporas' role in supporting Zimbabwe's higher education sector.

Drawing on the organisation's work in Iraq, where it has established a number of complementary programme activities in an effort to respond to a targeted campaign of assassination and kidnap against Iraq's academics, CARA carried out a feasibility study for the establishment of a Zimbabwe programme. Over a six month period it became evident that the organisation had the potential to play a significant role in supporting Zimbabwean academics and the higher education sector in Zimbabwe. This initial study, conducted in Zimbabwe, the UK and South Africa, involved discussions with a wide-range of governmental, non-governmental and voluntary agencies.

Several projects evolved from CARA's initial visits to Southern Africa, with a computer hub established at the Harare Institute of Technology to ensure reliable internet access to lecturers in and around Harare (enabling teaching resources to be downloaded and a space for reliable communication with the diaspora) and two book bank seminars, organised with KvH Books, to enable university staff to learn how 'book banks'⁷ could support the restocking of the Universities depleted teaching resources. CARA, KvH Books and The British Council were also been involved in organising a seminar for university staff responsible for

⁷ Book Banks are bank of textbooks held in the library of universities or higher education colleges that are shared amongst students. At the end of the academic year the students hand back the loaned textbooks which are then re-used for the next batch of students.

the recruitment of international students and the development of the University's external image.

3.2 IOM

IOM is a registered inter-governmental organization established in 1951, in Geneva Switzerland. IOM is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners. With 127 member states, and a further 17 states holding observer status and offices in over 100 countries, IOM is dedicated to promoting humane and orderly migration for the benefit of all. IOM provides services and advice to governments and migrants. IOM promotes international cooperation on migration issues and assists in the search for practical solutions to migration problems. IOM is involved in providing humanitarian assistance to migrants in need, including refugees and internally displaced people.

Furthermore IOM recognizes the link between migration and economic, social and cultural development, as well as the right of freedom of movement of all people. The organisation works in the four broad areas of migration management, namely: Migration and development; Facilitating migration; Regulating migration; Forced migration.

In 2007, IOM assisted the Government of Zimbabwe (GoZ) in developing the Migration Management and Development Strategy 2008-2010, which identified, seven migration and development priority areas for the country, namely;

1. Migration Policy, Legal and Institutional Framework.
2. Skills Development and Retention
3. Labour Migration
4. Diaspora Participation in Development
5. Economic and Community Development
6. Safe Migration
7. Cross Border Management

The IOM/CARA Zimbabwe Higher Education Consultations have thus been undertaken in pursuance of the fourth strategic objective which aims to foster greater diaspora participation in national development and also in response to the GoZ's call for greater diaspora participation in economic development as espoused in Article 7 of the Global Political

Agreement of September 2008, the Short Term Economic Recovery Programme (STERP) of March 2009 and the Medium Term Plan (MTP) which is expected to be launched soon. These economic recovery blue prints recognise the important role that Zimbabwean professionals abroad can play in the country's reconstruction and development process.

IOM in Zimbabwe is currently involved in programmes that are facilitating the temporary return of lecturers to the University of Zimbabwe - College of Health Sciences and the National University of Science and Technology- Medical School. IOM has also assisted the GoZ's Ministry of Higher and Tertiary Education in developing the Zimbabwe Human Capital Website⁸, which aims to showcase and promote job and investment opportunities in Zimbabwe among Zimbabweans abroad.

IOM has also facilitated dialogue between the GoZ and representatives of the Zimbabwean diaspora in South, at the Zimbabwe Diaspora Engagement Workshop that was held in Johannesburg in October 2009. Plans are in place for similar consultations with the Zimbabwean diaspora community in the UK, USA, Australia and Canada.

4.0 CARA, IOM, ZDDI & BZS Partnership

In January, CARA engaged with UK based Zimbabwean organisations: Zimbabwe Diaspora Development Interface (ZDDI⁹) and Britain Zimbabwe Society (BZS¹⁰). Advice was sought from leading figures in these organisations, Dr Knox Chitiyo, BZS' chair and Dr Alex Magaisa, ZDDI's chairman. Meetings with the International Organisation for Migration (IOM), to discuss their existing Temporary Return of Health Professionals to Zimbabwe, evolved into a partnership, with IOM UK and IOM Harare offering resources to support the programme.

⁸ www.zimbabwehumancapital.org

⁹ The Zimbabwe Diaspora Development Interface (ZDDI) is a non-partisan development platform, launched in 2008 at the University of London and set up by Zimbabweans living in the United Kingdom. ZDDI seeks to provide a wider platform for the engagement of Zimbabweans abroad for the purposes of harnessing new ideas and skills, experiences, networks, and financial resources for the development of Zimbabwe.

¹⁰ Britain Zimbabwe Society (BZS) is a membership organisation that serves as a network for contacts and information exchange. BZS works to increase knowledge, understanding and respect, and to promote good relations between the peoples of Britain and Zimbabwe. It also promotes good relations amongst all Zimbabweans, both in Zimbabwe and in the wider diaspora.

A working group was formed consisting of members of BZS, CARA, IOM London, IOM Harare and ZDDI. This group agreed that it was crucial to listen to the needs of academics on the ground in order to form a responsive and effective programme. The working group opted to take a ‘grassroots approach’ in order to obtain raw data about the higher education sector and, guided by the responses, unearth the best ways to assist. To achieve this end, a series of consultations were proposed with the academic community in Zimbabwe and in the diaspora. These consultations would focus on establishing linkages between the international Zimbabwean academic communities to counteract the flight of skills from the nation’s higher education sector.

5.0 Consultation Process

The Consultation process took place during March and April 2010 in Zimbabwe, the UK and South Africa (see table 1). It was made clear that the consultation team was not there to lecture on what needs to be done but to listen to participants in order to design a holistic and more representative process. While CARA, IOM, ZDDI & BZS facilitated and partnered the consultative process, it is anticipated that the Zimbabwean academic community will lead on the development and implementation of the projects proposed.

Date	Location
15 th March	University of Zimbabwe, Harare
17 th March	Midlands State University, Gweru
19 th March	National University of Science & Technology (NUST), Bulawayo
30 th March	Institute of Commonwealth Studies, London
14 th April	University of Witwatersrand, Johannesburg
22 nd April	University of Cape Town, Cape Town

Table 1: ‘*Dates and Venues of the CARA/IOM consultations*’

The Consultation meetings in Zimbabwe invited a discussion on the critical issues affecting the nation's academics and universities and what role the diaspora could potentially play in addressing some of these issues. They drew together approximately 200 academics and higher education professionals and included representatives from the Ministries of Education, offering a space for individuals at all levels to voice their views on the current state of higher education in Zimbabwe. These issues were later presented at the UK Consultation held in London. This meeting brought together 40 delegates consisting of members of the Zimbabwean diaspora and friends of Zimbabwe; attendees hailed from a range of backgrounds, including students, academics and members of governmental and non-governmental organisations. Group discussions produced a wealth of ideas on how the Zimbabwean diaspora could collaborate to help rebuild higher education in Zimbabwe. The South African Consultations took place the following month, in Cape Town and in Johannesburg, reaching a total of 100 members of the diaspora. The panel opened the meeting by setting forth the accumulated ideas gathered from the previous Consultations. Thus, the meeting offered a chance to update the diaspora on the current state of Higher education in Zimbabwe and explore how the diaspora community in South Africa can help to revitalise Zimbabwean higher education provision. Each consultative meeting generated productive discussions and innovative ideas. Thus, the consultation process effectively initiated a dialogue between academics in Zimbabwe and those in the diaspora.

The Zimbabwe consultations demonstrated great willingness within the universities to work with the diaspora academic community, recognising the investment that Zimbabwe made towards their education and the critical gaps facing the institutions at present. The diaspora consultations proved that academics across the globe are keen to engage with their former institutions in Zimbabwe and redress the resource gaps identified by their counterparts in Zimbabwe.

The consultations were hailed successful by participants at all meetings, who felt they created a platform for dialogue and built confidence for future collaboration. For most this was the first time they had met with fellow Zimbabwean academics to discuss in depth methods of working together for the resuscitation of the higher education sector and the consultation team was applauded for taking the initiative to drive this project.

Personal Account of the Zimbabwean Consultations

“When I travelled to Zimbabwe in March this year for the consultation process on the Higher Education Initiative, it was my first trip in two years and the first since the inception of the Inclusive Government in February 2009. It’s always good to be in the country that I call home but this time I was returning on a broader mission, alongside my colleagues at CARA and the IOM to consult on ways to assist the rejuvenation of the country’s universities which have suffered heavily from the general economic malaise of the last ten years.

Like most of my fellow citizens in the diaspora, I spent my formative years in Zimbabwe’s schools and universities where my intellectual growth was nurtured. I feel I owe it to the generations that have come after me to ensure they also get quality education to enable them to compete favourably on the global stage as many of our generation have been able to do.

I was impressed by the reception we got from the administrators and academics at Zimbabwe’s universities. As we flew to Zimbabwe, it was not clear how this initiative would be received, so it was quite pleasant to see that our hosts were happy to have us and went a long way to facilitate well-attended and open consultation meetings. The same levels of excellent hospitality were shown to us by our hosts in the UK – the Institute of Commonwealth Studies and in South Africa at the University of Witwatersrand and University of Cape Town.

It was evident that the local academic sector recognised the value of the Zimbabweans in the diaspora and the enthusiasm with which everyone participated was very encouraging. Likewise, Zimbabweans in the diaspora whom we met in London, Johannesburg and Cape Town showed great willingness to play a role which was very inspiring.

All in all, my biggest impression was that the idea behind the consultations is viewed as a very noble one and has been enthusiastically received by all concerned. It is encouraging to note that not only is the diaspora willing and ready to play a part in national development but also that those at home have also shown willingness and readiness to accommodate and work with the diaspora. The biggest challenge is implementing this idea which is universally acknowledged and I am happy to be part of the effort to realise this ideal.”

Dr Alex Magaisa, Chairman ZDDI

5.1 Consultation Team

- **Clarissa Azkoul**, IOM London, Chief of Mission
- **Zhumei Chen**, IOM London, Project Development / Implementation Officer
- **Dr Knox Chitiyo**, Chair of BZS and Head Africa Programme, Royal United Services Institute (RUSI)
- **Sarah Hodgson**, CARA Programme Assistant
- **Ann Kangas**, IOM London, Project Development Consultant
- **Dr Alex Magaisa**, Chairman of ZDDI (and Senior Lecturer in Law, University of Kent)
- **Atanas Makamure**, IOM London Outreach Coordinator
- **Paul Matsvai**, Education Coordinator, ZDDI
- **Ranga Tigere**, IOM Harare, Migration and Development Project Assistant
- **Laura Wintour**, CARA, Zimbabwe Programme Manager

5.2 List of participating institutions/organisations

- Association of Commonwealth Universities (ACU)
- Beit Trust
- Bindura University of Science Education
- Britain Zimbabwe Society (BZS)
- British Council
- Foreign & Commonwealth Office
- Canon Collins Trust
- Catholic University of Zimbabwe
- Council for Assisting Refugee Academics (CARA)
- Council of Christian Leaders Zimbabwe
- Econet
- Great Zimbabwe University
- Harare Institute of Technology (HiT)
- iBioMedix Health System
- Institute of Commonwealth Studies (ICS)
- International Organization for Migration (IOM)
- Lupane State University
- Midlands State University
- Network for Education & Academic Rights (NEAR)
- National Health Service (NHS)
- National University of Science & Technology (NUST)
- The Open Society Initiative for Southern Africa (OSISA)
- Rhodes University
- Solusi University

- United Kingdom Forum for International Education and Training (UKFIET)
- United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- University of Buckingham
- University of Cape Town
- University College London (UCL)
- University of Kent
- University of Johannesburg
- University of KwaZulu-Natal
- University of Limpopo
- University of Pretoria
- University of South Africa (UNISA)
- University of Stellenbosch
- University of Wales Institute Cardiff
- University of Western Cape
- University of Westminster
- University of Witwatersrand
- University of York
- University of Zimbabwe
- Women's University in Africa
- Young Scholar's Network
- ZANGO
- Zimbabwe Diaspora Development Interface (ZDDI)
- Zimbabwe Health Training Support (ZHTS)
- Zimbabwe Open University

6.0 Consultation Proceedings

Dr Magaisa opened each Consultation with a welcome to the participants. He noted that for many Zimbabweans in the diaspora like himself, going to Zimbabwe was always an important occasion because no matter where people settled, their country of birth would always remain their home.

He noted that there are many Zimbabweans in the diaspora who left Zimbabwe for a variety of reasons, but who nonetheless still feel Zimbabwe is their home and who would want to contribute to its future development. Zimbabwean professionals in the UK, driven by this desire to see Zimbabwe progress, had thus formed the Zimbabwe Diaspora Development Interface with the singular aim of contributing to the development process in Zimbabwe.

It was outlined that the purpose of the meetings was to begin an important process of dialogue between Zimbabweans now living and working abroad and those at home, particularly on what can be done to resuscitate the higher education sector. Dr Magaisa observed that many successful Zimbabweans at home and abroad were indeed

beneficiaries of the once prestigious higher education system in Zimbabwe and hence he feels they had a moral obligation to assist in rebuilding the education sector for the benefit of future generations.

Dr Magaisa stated that this consultation process was important in dismantling the barriers between academics at home and those abroad. It would also be important in creating a forum for positive partnerships which would benefit Zimbabweans at home as much as those in the diaspora.

He noted that in the interest of ensuring that the initiative responds to the real needs and not “perceived” needs, it was important that the consultation process begins in Zimbabwe so that the views and voices of those academics and administrators on the ground can be expressed. The first consultation meetings had thus been convened at the University of Zimbabwe which was attended by eight universities from Harare, Mashonaland and Manicaland provinces. The second consultation meeting was held at the Midlands State University (MSU), which was attended by MSU and the Great Zimbabwe University. The last meeting in Zimbabwe was held at the National University of Science and Technology (NUST) which was attended by the Lupane State University, Solusi and NUST.

The objective was to hear the views of those academics in the diaspora in terms of what they view as their possible role in mitigating the challenges in the HE sector back home.

6.1 Question & Answer Sessions

Each Consultation was structured similarly; with an introduction from members of the panel, followed by a question and answer session that offered delegates the opportunity to clarify the aims and objectives of the meeting. The question and answer panel consisted of Dr Alex Magaisa from ZDDI, Laura Wintour from CARA and Ranga Tigere from IOM Harare. Dr Knox Chitiyo from BZS was a member of the panel for the London Consultation. For the Consultations held in the diaspora, this session helped to further outline the critical issues facing higher education in Zimbabwe as presented in the Zimbabwe Consultations. These sessions also served to explain the roles of the various agencies involved, and to look at how the findings from the Consultations might be used to restore higher education in Zimbabwe.

6.2 Group Work Sessions

At each of the consultations, a large proportion of the meeting was dedicated to group work. The delegates were split into three groups and presented with a series of questions (see appendix 2). Collectively, they sought answers to the questions presented. Each group was given approximately 45 minutes to discuss and agree on their responses. Two members of the group were asked to facilitate the group discussion, act as scribes, and at the conclusion of the group work, feedback findings to all the delegates. Upon evaluation, these group sessions proved the most productive and integral to the Consultation process. They provided an opportunity for all participants to voice their views and engage in debate with other delegates. Asking the group to come to agreement on issues was key to the process and ensured tangible, practical solutions were elicited from the consultations.

7.0 Consultation Findings

The majority of the suggestions put forward from the group sessions held in the Consultations were innovative and achievable. Please see below for a non-exhaustive list of the most commonly recurring concepts and solutions developed during the consultative meetings:

Major Issues	Suggestions		
Severe staff shortages in the Science, Health Sciences, Veterinary and Education faculties	Creation of an online database to identify members of the diaspora willing to support Zimbabwe's Science, Health Sciences, Veterinary and Education faculties	Paid leave of absence offered to Zimbabwean academics in the diaspora to enable a temporary return to Zimbabwe	Strategic Intellectual Hubs (SIHs) to initiate and implement University Twinning to work to address staff shortages
Under-resourced faculties, particularly in the science laboratories where	Creation of an online database to identify availability of resources and to access opportunities in the	Linking of universities, via University Twinning, in order to pool existing resources	

technical equipment is severely lacking	region		
Decline in quality of teaching provision	Online supervision for postgraduate and doctoral students via V Satellites ¹¹	Creation of a 'virtual university', learning from the Open University	Re-orientation programmes for returning academics from the diaspora
Lack of In-service training for university staff	Online mentoring schemes via V Satellites	Training for teaching assistants via V Satellites	
Decline in capacity to undertake new research	Online communication via V Satellites to facilitate collaboration with researchers in the diaspora	Strategic Intellectual Hubs (SIHs) to promote new research initiatives	Offer postgraduate bursaries, covering tuition fees, registration and living costs

7.1 Critical Issues Facing higher education in Zimbabwe

7.1.1 Human Resource Gaps

- Lack of adequate staff and high staff turnover resulting in heavy workloads for staff in place
- Staff salaries, conditions of service and general incentives to stay in Zimbabwe are low. There is therefore a need to look at increasing remuneration and incentives
- Shortage of lecturers has led to a decline in the quality of teaching provision within Zimbabwe's higher education institutions. The shortage of senior academics has resulted in some faculties being staffed entirely by teaching assistants.
- Lack of staff development owing to funding issues
- HIV / AIDs is affecting the higher education sector workforce

¹¹ A V Satellite is an earthbound station used in satellite communications of data, voice and video signals. It consists of two parts, a transceiver that is placed outdoors and a device that is placed indoors to interface the transceiver with the end user's communications device, such as a PC. The transceiver receives or sends a signal to a satellite transponder in the sky. V satellites do not rely on internet connectivity.

7.1.2 Physical Resource Gaps

- Laboratories urgently need technical equipment. Students from National University of Science and Technology, in Bulawayo, had to travel to Harare in order to witness a laser in action
- Water and Sanitation problems at the universities are threatening students' and staff health
- Lack of teaching aids such as overhead projectors
- Lack of office furniture and equipment for staff offices
- Regular power cuts at universities
- Lack of equipment for lecturers, very few have laptops
- ICT networks are limited making communication challenging. Computer Aid currently helps with some equipment but not networking
- Shortage of books within all faculties
- No access to electronic journals with the most up-to-date research
- Lack of staff and student accommodation
- Students are struggling to pass exams/qualify to the standards they should be, as a result of old/non-existent equipment and lack of teaching qualified /resident teaching staff

7.1.3 Financial Instability

- Lack of research funding has resulted in a decrease in research output
- Student fees is the largest source of income, yet students are often unable to meet payments affecting institutions' financial stability

7.1.4 Student Support

- There has been a marked decline in student welfare
- Lack of student financial support results in some students being forced to drop out of their studies
- Low staff numbers has increased staff workload and decreased quality of student support
- Students lack proper accommodation and financial assistance

- The quality of students coming from the ailing school system is having a negative impact on the university sector. Students entering the university system therefore need enhanced support in order to reach the required standard. This need for student support is not currently being met.

7.2 Recommendations to Address Critical Issues

7.2.1 Human Resource Gaps

- Create an online database to register the human resource gaps in Zimbabwean institutions. Use this resource to link academics and higher educational professionals in the diaspora to address skills shortages in Zimbabwe
- Set up staff sponsorship programmes to enable the temporary or permanent return of academics in the diaspora
- Ask donors to supplement Zimbabwean university staff salaries
- Universities should mobilize financial resources and provide attractive and competitive salaries and conditions of service including sustainable pension schemes for staff and favourable medical aid conditions
- Universities should provide staff development opportunities and this can be achieved through establishing institutional partnerships with outside universities which would make exchange programmes possible.
- Publicise programme's success stories to promote further collaboration
- Recruit lecturers from industry / private sector
- Approach Commonwealth bodies for assistance in setting up academic scholarships and bursaries for Zimbabwe academics in Zimbabwe and the diaspora
- Provide sandwich courses for staff development
- Investigate possible partnerships with private companies to address resource gaps
- Initiate a national service for all those who complete university education in Zimbabwe, binding them to work for some time in Zimbabwe

7.2.2 Diaspora Engagement

- Build on the existing IOM Harare Zimbabwe Human Capital website to create an online database that captures the skills of Zimbabweans in the diaspora.
- Contact lecturers in the diaspora and ask them to consider returning

- Facilitate temporary returns of diaspora to Zimbabwean universities to help address staffing shortages and offer training and capacity building for staff.
- Offer refresher courses to re-skill returnees. Academic rehabilitation needed, as not all academics who left Zimbabwe have worked consistently in their field. Need to be careful that research assistants or laboratory technicians returning to Zimbabwe are not immediately taken on at senior level.
- Take returnees in initially as teaching assistants so they can be observed and recruited to the correct level
- Terms and conditions could be improved for the diaspora. For example, universities could provide 'loans' or 'guarantees' to enable lecturers to buy/ rent a house or a car
- There is a significant enthusiasm among the diaspora to engage with and support former institutions. Tapping into the skills in the Zimbabwean diaspora will be integral to the rebuilding of Zimbabwe's higher education system. There was a significant willingness amongst this group to support higher education in Zimbabwe. The academics in South Africa and the UK were unanimous in their commitment to assisting Zimbabwe's higher education recovery. It was noted that while desired political and social stability in Zimbabwe may take a long time to be achieved, there is need for academics and other stakeholders to start taking the small steps that would assist in the rebuilding of the higher education sector.
- Academics in Zimbabwe are concerned that relying on the temporary returns of the diaspora is not sustainable. Mutual respect between those in Zimbabwe and the diaspora is required to ensure a conducive teaching and learning environment.
- Source funding in order to provide returnees from the diaspora with accommodation, transportation and potentially an allowance / salary
- Encourage Zimbabwean policy-makers in the diaspora to offer support to policy makers in Zimbabwe in order to enhance strategy for universities
- During the South African Consultations it was noted that some academics were already providing assistance through informal arrangements and colleagues at universities in Zimbabwe. They were mainly involved in supervising student's projects, setting and marking exams, as well as hosting academic colleagues from Zimbabwe in their schools and homes when they come on contact visits.
- Zimbabwean universities should compile their specific needs and teaching schedules as well as provide information of when they would like staff to come from the diaspora. This could be shared with IOM/CARA and the Universities in South Africa

who can then plan in advance for the working visits of academics to Zimbabwean universities

- Learn from, and interact with, Zimbabwe diaspora initiatives in other fields e.g the Zimbabwe Health Training Support.

7.2.3 Enhanced Links

- Create a pilot programme linking designated Zimbabwe higher education institutions to those in South Africa and the UK using V satellite connections. Universities could alleviate staff shortages by providing virtual lecturers, tutors and research supervision. This is proposed as a temporary measure. IOM/CARA could advertise the V Satellite programme and online database as a means to encourage Zimbabweans in the diaspora to communicate with, and consider returning to, Zimbabwe. This could act as a short term response programme as recent discussions have been held with the Southern African Regional University Association (SARUA) and the Vice Chancellors in Zimbabwe, to identify how long term virtual links could be established, through the internet fibres (once they are restored to the levels needed for such links).
- Universities should work towards raising quality assurance and standards in universities through partnerships with other universities abroad.
- Facilitate joint projects between faculties in Zimbabwe and in the diaspora.
- Hold a conference with all partners and key stakeholders in order to share findings from the consultation process.
- Universities should network with other institutions abroad to provide research opportunities and funding for staff. One already exists between the faculties of Social Studies at the University of Zimbabwe with the School of Environment and development at the University of Manchester. These two institutions write collaborative research proposals.
- Establish Strategic Intellectual Hubs (SIHs). This would consist of determining key people within each institution who then form a working committee. Initially, CARA to set up links between key stakeholders within universities departments, providing a platform for re-engagement and support. With the structure established, SIHs can form relationships independently and run without external support. The provision of V Satellites to connect SIHs will facilitate communication and dialogue between Zimbabweans within and outside Zimbabwe.

- Access students who are currently leaving Zimbabwe so they can connect their new universities/ institutions with those in Zimbabwe. Motivate students to create partnerships between their academic institution and those in the diaspora.
- South African participants called for continuous dialogue beyond the Consultation process.

7.2.4 Physical Resource Gaps

- Water and sanitation challenges on campuses should be addressed as a matter of urgency. Fundraising for infrastructural costs within Zimbabwe HE institutions, such as electricity and water (solar panels) should be undertaken immediately.
- Universities should urgently improve ICT facilities, laboratory equipment and enhance e-learning solutions.
- Use an online database to identify physical resource gaps and enable the pooling together of resources in the short term.
- Permit universities to be self-sustaining by charging competitive student fees.
- Ask that donations for equipment are received at the university rather than at the border, to facilitate quick delivery.
- The government could assist academic staff by waiving import duty for academic staff at universities.
- Universities should work towards mobilizing and providing books and learning materials.
- Fundraise for office furniture and equipment for staff.
- Fundraise for computers for staff research. To be looked on as an e-learning investment.

7.2.5 Improve Financial Stability in the Higher education Sector

- Recruit fundraising team to source funds.
- Establishment of Public Private Partnerships (PPPs) to mobilise investment for the higher education sector.
- Ask donors to fund Income Generating Activity projects so that the generated income can help the university to plug resource gaps.
- Universities should mobilize and provide access to research funding for staff and students.

- Provide tax rebates for staff on such items and car purchases.

7.2.6 Student Support

- Universities and government should improve student welfare by prioritizing the provision of student accommodation facilities.
- Provision of sustainable student educational loans and scholarships.
- Set up joint supervision for Zimbabwean students to ensure they receive adequate support to achieve their full potential

8.0 Post-Consultation: Offers of Support

- “There is an existing scholarship scheme managed by Canon Collins Trust who works in partnership with Edinburgh Business School to enable students from all over Africa to study for MBAs by distance learning. It seems there is very little cost to the university in offering these fee waivers so it is possible that some universities would offer them as a way to help Zimbabwean universities re-establish themselves”
- “I am keen to offer training for postgraduate (PhD or masters) students from Zimbabwe. The University of Pretoria offers postgraduate bursaries, which cover tuition fees and registration costs for 3 years (PhD). Last year I tried to get two PhD students from Zimbabwe. The University of Zimbabwe was unable to provide them with scholarships to cover their accommodation and food”. (Lecturer, University of Pretoria)
- “I can offer to teach for free at the University of Zimbabwe (UZ) during holidays, given an opportunity and provide supervision of higher degrees like PhD and Masters. It is therefore important to organise Associate/Co-Supervisors based out of the country--- and I can be one of them around areas of my expertise. Organise what UZ calls "contact leave" for UZ academics in department where we are domiciled outside the country to refresh their skills and allow them to research outside, in stress free situations. I have done this once with one of the staff from the UZ. As a historian and also an educationist, with a Post Grad Diploma in higher education I could help assess the courses taught to align them with recent developments in African history, that the staff might not be very aware of because of lack of recent material... and

where possible to be external examining for the department”. (Lecturer, Rhodes University).

- “2-3 weeks visits to deliver some lectures as a visiting lecturer, training to plug resource gaps” (Lecturer, University of Pretoria).
- “Teaching of modularized 1 to 3 week courses per visit by a diaspora academic, to both undergraduate and postgraduate students. Offer supervision of doctoral students in Zimbabwe by diaspora academics” (Lecturer, University of Johannesburg).

9.0 Conclusion

While the issues facing Zimbabwe and its higher education system raised throughout this report are immensely challenging and demand a considerable injection of resources, the Consultation process was successful in identifying the small steps that can be taken to address some of the sector’s resource gaps. The meetings successfully initiated a dialogue between academics working at all levels in Zimbabwe, and those in the diaspora, and encouraged participants to engage in a collaborative effort to rebuild higher education in Zimbabwe. An additional, unanticipated, benefit of the Consultations in Zimbabwe, was that it provided a useful space for institutions to take a step back and evaluate their teaching and learning provision. It is hoped that this report will provide a platform for all those concerned about the state higher education in Zimbabwe to continue to work together to restore the sector to its former excellence.

In outlining the plethora of recommendations put forward during the consultations, this report identifies specific ways in which the academic community could act to redress the resource gaps that pervade Zimbabwe’s higher and tertiary education sector. Recommendations put forward by participants were diverse, ranging from the provision of enhanced training for staff at all levels, in particular for teaching assistants, who make up a large proportion of the teaching staff in some university faculties and fundraising for infrastructural costs to renovate institutions’ dilapidated electricity and water supply. Suggestions to address the chronic staff shortages consisted of temporary returns programmes for the diaspora with the need to offer training courses to re-skill returnees as well as online student supervision and research collaboration. The creation of partnerships between academic institutions and the private

sector in order to address financial insecurity was another idea explored through the consultative meetings.

The recommendations set down in this report combine to give a broad overview of the current state of higher education in Zimbabwe and look at how the Zimbabweans worldwide could potentially work together to address critical issues facing Zimbabwe's higher education sector. Overall, this report captures the immense enthusiasm and willingness among Zimbabweans and friends of Zimbabwe worldwide to support the nation's academic institutions. It is vital that the momentum is maintained, and that support from Zimbabweans within and outside Southern Africa is fully harnessed.

CARA / IOM welcome any input or suggestions from other organisations keen to contribute and/ or participate in the rebuilding of higher education in Zimbabwe. We would like to take this opportunity to thank the organisations who kindly hosted the Consultation meetings:

- University of Zimbabwe
- National University of Science & Technology
- Midlands State University
- Institute of Commonwealth Studies, University of London
- University of Witwatersrand
- University of Cape Town

The Consultation team would also like to thank Zimbabwe's Ministries of Education: the Ministry of Education, Sports and Culture and the Ministry of Higher and Tertiary Education, for their support and participation in the Consultations and all the consultation participants who gave their time and expertise to drive and shape the Consultation process.

Dr Alex Magaisa, on behalf of ZDDI

Dr Knox Chitiyo, on behalf of BZS

Ranga Tigere, on behalf of IOM

Laura Wintour, on behalf of CARA

Bibliography

James, V. Makuto, D. & Maponga, C. C. (2009) PROJECT: Identifying and developing best practices in the utilization of Zimbabwe Diaspora health professionals to support the health sector in Zimbabwe

Republic of Zimbabwe Ministry of Higher and Tertiary Education (2009) Baseline study on the status of human capital development and training institutions in Zimbabwe. Baseline data and statistical information, Situation analysis

SARUA (2010) SARUA Leadership Dialogue on Rebuilding Higher Education in Zimbabwe. The Cape Town Accord and Call for Action, 24 April 2010
http://www.sarua.org/files/publications/SARUA%20VC%20Dialogue_%20Cape%20Town%20Accord_Final.pdf

University World News (2010), From a special correspondent, 14 March 2010, Issue: 0049, ZIMBABWE: Pay hike ends lecturer strike

University World News (2010), Karen MacGregor, 09 May, Issue: 0053, ZIMBABWE: Region commits to rebuilding universities

Zimbabwe Independent, (2010) Zimbabwe: Tertiary Students Fail to Write Exams Over Fees, written by Nqobile Bhebhe and Ashley Marimo article published 3rd June 2010

Appendix 1 – Selected Evaluative Feedback from Consultation Attendees

Value of the Consultation Process

“A very rare gathering of data and an opportunity to look at the needs affecting the institutions of higher learning”

“The consultations are really crucial as nothing can take off regarding reintegration of academics in the diaspora into Zimbabwe’s higher education without a nod from those currently in the sector”

“It was an eye opener, listening to the views coming from the different levels of participants. I hope this will help in reviving our higher education system”

“Consultation strengthens togetherness and promotes collaboration. It may facilitate availability of donations”

“Excellent dissection of higher education issues in Zimbabwe”

“It brought together Zimbabweans who were excited and keen to assist in the development and collaboration of local South African universities and universities in Zimbabwe”

“It afforded us an opportunity to share challenges and give suggestions for addressing these challenges. It was good for interaction as well”

“I believe that the forum helped to articulate the issues concerning higher education in Zimbabwe. The forum helped to share the experiences and needs.”

“People managed to highlight all the important issues which we are facing in the Universities”

“Thought provoking issues were unpacked during the small group discussions which were very productive”

“There has been a lot of great ideas that came out of the forum. Most importantly, many suggested practical ways to assist the higher education in Zimbabwe”

Diaspora Involvement & Local Linkages

“It is important that a network is established and we don’t lose momentum”

“Need to create a database where diaspora academics can send CVs for easier identification and contacts”

“There is hope that diaspora academics may come back and payback to the community”

“It has been very useful in attempting to link diasporian academics to those of Zimbabwe”

“It has cleared the misconception that CARA & IOM is only interested in Zimbabweans in the diaspora at the expense of the people [academics] who have remained in Zimbabwe”

“Need to recognize the academics that have remained in the country even during tough economic times. Whilst it is good to attract academics in the diaspora there is need to address conditions of service for staff in post”

“I think CARA/IOM should highly centralise the combination of gaps in all universities as to match that with the skills pool available in the diaspora and to not look at Zimbabweans alone because other academics from different countries may be willing to help”

“Provided a networking platform and gave ideas on how I can contribute to higher education in Zimbabwe”

“Excellent initiative which I am eager and willing to support. Very well-organised! Would be interesting as part of the initiative to have a group of academics in the UK meeting with academics in Zimbabwe”

Suggestions for Assisting Zimbabwean Higher education

“Support! Support! Support! I am an IOM-supported returnee and a commonwealth fellow!”

“Speed is of the essence. We need to move very fast”

Higher Education Infrastructure

“Separation of politics and higher education both locally and internationally as this has serious negative impacts to avoid any negative impacts”

“Funding mechanisms and buy-in from the GNU in Zimbabwe is very important as ultimately this facilitates sustainability in the long run”

Appendix 2 – Questions for Consultation Group Work

Questions to consider during Group Work

- What are the critical issues facing higher education in Zimbabwe and what needs to be done to address these issues?
- What needs to be done to address the resource gaps in Zimbabwe's Higher education sector?
- What are the priority needs within your faculty?
 - What materials and equipment are most needed to improve the Higher education sector?
- How can the diaspora help to address these resource gaps?
 - Do you have any concerns about the diaspora's involvement?
 - How can Universities best absorb academics returning on a temporary basis?
 - How can academics who have left Zimbabwe, and not been able to remain employed in their academic profession, be best be integrated into the higher education sector in Zimbabwe?
 - How can the diaspora best support the stabilization of the Higher education sector?
 - Do you have any particular links in the region, or with the diaspora, that could support the immediate needs or create potential partnerships?
- Do you have any other concerns/ideas that you would like to share?
- Can you see a role played by a virtual transfer of knowledge to your institution, such as audio recorded lectures?
 - What potential problems could be encountered in your institution with regards to virtual lectures?
- How do you view the possibility of lecturer twinnings (one academic in Zimbabwe being put in contact with an academic in the diaspora, for exchange of knowledge)?
- How can academics be encouraged to stay in Zimbabwe and support the Higher education sector?
 - How should brain drain be mitigated (thinking further than the obvious economic reasons which CARA/IOM have no control over)?