

Perspectives on Education in Zimbabwe

Perspectives on Education in Zimbabwe:

A Decolonial Paradigm

Edited by

Tobias Marevesa, John Ringson
and Herbert Moyo

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PREFACE

This book, *Perspectives on Education in Zimbabwe: A Decolonial Paradigm*, contributes to the polemical academic discourses about existing architectures of knowledge and research practices in postcolonial Zimbabwe. While this book has instances where contributors make suggestions on what we should do in our lecture rooms, it is intended to encourage us to explore the limits of our varied knowledge repertoires. It is a situation where we should learn in the interstices of several epistemologies, and, for us in Zimbabwe and beyond, it is our complex Zimbabwean knowledge landscape that we have at our disposal to make it happen. It requires a comprehensive framework, and we need to clear the ground before us. It is therefore appropriate at this juncture to deconstruct what is problematic regarding dominance and the oppressive means by which it executes the architecture of knowledge on us. *Perspectives on Education in Zimbabwe: A Decolonial paradigm* reveals, in different chapters, how exclusive the dominance is. This book shows how dominance is articulated in several chapters, such as the one by Neziswa Titi and Derek Linda, ‘Decolonial Feminist Pedagogy and Pan-African Strategies: Leveraging Education 5.0 to Advance Educational Access for Zimbabwean Migrant Children in South Africa,’ by Tobias Marevesa, ‘The challenges of implementing Education 5.0 in Universities in Zimbabwe: A Decolonial Paradigm,’ Lovemore Mutonga, ‘Aligning Higher Education with Industry Demands: A Path to Bridging the Gap in Zimbabwe,’ and many more. These mentioned chapters dealt with the dismantling and the decolonisation of the Eurocentric university curriculum, suggesting how the Zimbabwean school, college, and university curriculum should address the needs of the local people.

In this book, several chapters demonstrate that the authors have access to archives, and this is not easy. This is what makes this book distinguished and unique from other books on colonialism and decoloniality, as it presents discussions and opportunities for further exploration. What is significant about this book is that it acknowledges the full amplitude of human knowing, which includes Eurocentric knowledge due to its massive contributions. Yet, it is treated as a single component within a wide range of various forms of knowing. Importantly, the next step in this volume is to

provide us with concrete ways of doing and being decolonial. Several chapters in this book, beginning with the editors, Tobias Marevesa, John Ringson and Herbert Moyo (2025) and taken up by Nyavanhu Mapendere (2025), Sibongile Mhlanga (2025), and continued in the contributions by Gamuchirai Saviere, Asim Adam, and Gladman Makwenya, work critically with the idea.

Perspectives on Education in Zimbabwe: A Decolonial Paradigm has made significant contributions to the decolonisation of the Eurocentric school, college, and university curriculum. More importantly, it highlights the value of our contributions as intellectuals in various universities. For students, scholars, policymakers, development professionals, or anyone interested in the future of university curricula in Zimbabwe, this book offers valuable perspectives on the critical issues shaping our institutions in Zimbabwe.

ACKNOWLEDGEMENTS

The editors of *"Perspectives on Education in Zimbabwe: A Decolonial Paradigm"* would like to extend their heartfelt gratitude to the multidisciplinary contributors who tirelessly worked to bring this volume to fruition. We appreciate the dedication and expertise of each contributor, and we are grateful for the support of their families and institutional affiliations. We would also like to thank the team of reviewers worldwide who provided valuable feedback and insights that significantly improved the quality of this book. Their expertise and willingness to share their knowledge are genuinely appreciated. We are grateful for the professional support we received from Cambridge Scholars, particularly their team of editors, designers, and production staff who worked tirelessly to ensure the timely publication of this book. Lastly, we would like to acknowledge the spirit of Ubuntu, African Renaissance, and collegiality that brought everyone together to contribute to this volume. We thank everyone who worked tirelessly to make this book a reality. Your collective efforts have made a significant impact, and we are honoured to have worked with each of you. May this book inspire a new generation of scholars, policymakers, and practitioners to rethink education and leadership in Zimbabwe and beyond.

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SECTION 1:

**DECOLONIALITY, PROSPECTS
AND CHALLENGES OF EDUCATION
5.0 IN ZIMBABWE**

CHAPTER 1

EXPLORING EDUCATION 5.0 IN A ZIMBABWEAN CONTEXT: AN INTRODUCTION

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Abstract

This volume establishes an academic platform for Education 5.0 in Zimbabwean universities, highlighting the complexities and intersections of humanities, social sciences, justice and civil law, education, and sciences, among other disciplines. This volume wants to examine and interrogate the importance, relevance, and challenges of Education 5.0 in universities, commerce, and contemporary society in Zimbabwe from a decolonial perspective. The volume argues that Zimbabwe aspires to be an upper-middle-income country by 2030; the presence of the past (Education 3.0) in the present (Education 5.0) necessitates patient academic conversation and interrogation. This volume aims to make a significant contribution to the existing body of knowledge by examining Education 5.0 from a decolonial perspective.

Keywords: Decoloniality, Education 5.0, Interdisciplinary, Relevance and challenges of Education 5.0, Universities in Zimbabwe.

Introduction

Although the theme of decolonisation of Education 5.0 in universities in Zimbabwe is topical in scholarship, its implementation in universities is not without challenges. This is because continuing to provide a Eurocentric university curriculum in Zimbabwean universities in the post-colonial period is no longer sustainable, problematic, and a contested terrain, pervasive in Zimbabwe and beyond. Dismantling the Eurocentric epistemologies in Zimbabwean universities is not without problems. One might ask, how far do we go in decolonising the Zimbabwean universities' curriculum? Does it mean that there is nothing good in the colonised university curriculum? Who then owns knowledge, the Global North or the Global South? Traditionally, Education 3.0 was an approach in which lecturers in universities were no longer at the forefront of education. Instead, education focused on student-centred learning, with lecturers acting as mentors rather than instructors. On the part of lecturers, it focused mainly on teaching, research, and university service. The genesis of Education 5.0 focuses on the use of novel technologies to provide more humanised teaching that emphasises students' social and emotional development as well as solutions that improve life in society. All social spheres, such as work, industry, and healthcare, among others, have come to understand that technology can be favourable to life. In addition to Education 3.0 (teaching, research, and university service), Education 5.0 has added two more critical areas of emphasis: innovation and industrialisation. This proposed book aims to examine the perspectives of Education 5.0 and its relevance to a modern society, such as Zimbabwe, from a decolonial paradigm. Education 5.0 has been designed to support the achievement of Vision 2030, enabling Zimbabwe to become a middle-income economy. The performance of higher and Tertiary education is critical in delivering goods and services through Education, Science, and Technology Development. It should be understood as a curriculum reform initiative within the context of the Sustainable Development Goals, Vision 2030, and human capital development.

The background of Education 5.0 in Zimbabwean Universities

In this book, it is essential to understand the models that selected developed countries use for partnership and cooperation among universities, government, and industry. These models provide the background necessary to understand the origins of Education 5.0 in Zimbabwean universities. It is

also important to note that Education 5.0, which Zimbabwean universities are currently implementing, is the brainchild of approaches that China, Russia, and the United States are using in their countries.

These models show the changes that take place in the relationships that are established by industry, government, and universities, where institutions develop a point of convergence in preserving not only their primary roles and identities, but also having an assumption of other institutions' function as a result of weakened insufficient performance and positions (Etzkowitz, 2003; Ranga and Etzkowitz, 2013). From a Chinese perspective, there is a focus on the transfer of knowledge among research institutes, universities, the government, and research facilities as a way of implementing an innovation strategy that utilises collaborative innovation to boost businesses in China. According to Abbasa (2019), China's approach is government-university collaboration that leads to the commercialisation and generation of new knowledge used by industry. China's rapid industrial development is likely based on government-university cooperation, which has resulted in the production of new knowledge that industry uses to boost its industrialisation drive. The relationship between government policies and economic development in China creates a favourable environment for cooperation among the government, industry, and universities. Turriago-Hoyos et al. (2015) argue that such a type of development constitutes an incessant positive change in China's economic production and structures. China is becoming one of the fastest-growing and largest economies, primarily due to collaboration among universities, the government, and the private sector. Tang *et al.* (2007) are correct because China has a distinct established setting compared to other countries, due to its well-defined social, cultural, and economic situations.

The American approach differs from the Chinese, which involves a relationship among universities, industry, and government. The American approach is also known as a "Triple Helix Model," which refers to the interface and interdependence among university-industry-government collaboration. This model is typically utilised in innovation studies, highlighting the importance of cooperation among the three sectors for sustainable development. This relationship is founded on a strong emphasis on collaborative research and knowledge transfer, aiming to drive economic growth and innovation. According to Demain (2001:24), "this approach is facilitated by policies like the Bayh-Dole Act, which allows universities to own patents on federally funded research and license them to industry." The Bayh-Dole Act is a legislation which states that:

Universities and industry often collaborate on research projects, with industry providing funding, equipment, or expertise to support the research. This collaboration can lead to discoveries, innovations, and the development of new technologies that can be commercialised by industry. Industry is also motivated to seek out university researchers for their potential to expose them to discoveries and technologies that may have market applications (Demain, 2001:25).

The government characterises the American approach as funding for university research, which will lead to industry partnering with industry to commercialise discoveries. The American government, in this regard, is the primary funder of research at universities, particularly in areas of engineering, technology, science, and mathematics (STEM). According to the Bayh-Dole Act of 1980, universities are allowed to assign patents on research funded by the government to small businesses. Demain (2001:30) argued that “the Act encourages universities to pursue commercialisation of their research by licensing patents to industry, with royalties from these licenses being used for further research and education.” It is this particular aspect that Education 5.0 in Zimbabwe emphasises: universities should, in a way, transform students’ desks into industry. According to the American approach, there is usually a collaboration between universities and industry on research projects where industry funds equipment or expertise.

Lastly, in this section, we will briefly examine the Russian approach, which involves a partnership among universities, businesses, and the government. In Russia, the cooperation among the three stakeholders is characterised by an intricate relationship “of state control, entrepreneurial activity, and a focus on regional innovation” (Vlasova & Lyashenko, 2021:218). In this approach, the government provides funding and oversees universities, while universities engage in entrepreneurial activities to increase revenue and secure additional funding. Business is expected to play a role in funding research and development. The government will be playing a collaborative role between universities and companies to encourage innovation. However, while the Russian system has some strengths, it also faces problems related to political influence, brain drain of skilled personnel, and corruption.

It is against this background of the models which the selected countries used in the collaboration between universities, government, and industry that gave rise to the Education 5.0 blueprint being implemented in universities. The approaches from China, Russia and America provide the foundation or springboard of Education 5.0 in Zimbabwean universities

The Conceptualisation of Education 5.0 in Zimbabwean Universities

This book establishes an academic platform for Education 5.0 in Zimbabwean universities, highlighting the complexities and intersections of humanities, social sciences, justice and civil law, education, and sciences, among other disciplines. This volume examines and interrogates the importance, relevance, and challenges of Education 5.0 in universities, commerce, and contemporary society in Zimbabwe from a decolonial perspective. Decoloniality is significant for rethinking and interpreting the Zimbabwean university curriculum within the broader context of global coloniality of knowledge. This volume aims to examine the current methodological development of viewing Education 5.0 in Zimbabwe from an African perspective. There has been much work done in the area of university curriculum in Africa and Zimbabwe to explore the relevance of Eurocentric knowledge interpretive methods to African experiences and contexts. However, this volume aims to make a significant contribution to the existing body of knowledge by examining Education 5.0 from a decolonial perspective.

There are various ways of understanding Education 5.0; therefore, the focus of this volume is to invite distinguished Zimbabwean scholars to examine and interrogate the issue of Education 5.0 in the Zimbabwean university curriculum and how it can pave the way for sustainable development in Zimbabwe and beyond. This book will be a comprehensive resource that will provide new perspectives on Education 5.0 in Zimbabwe from a decolonial perspective. It could create significant value in terms of addressing contemporary questions about how universities in Zimbabwe can become academic centers in addressing the skills that are much needed in tomorrow's workforce and developing our economy through improving overall skills, entrepreneurship and on technology that can speak to various social classes of people in Zimbabwe and beyond.

This book creates an academic platform for multidisciplinary research that brings together all university disciplines in the name of Education 5.0 in Zimbabwe, from a decolonial perspective. It unravels the complexities, relevance, strengths, and challenges of each discipline in the implementation of Education 5.0. This volume seeks to engage with several questions: What does Education 5.0 mean, and how does it align with innovation and industrial attachment? What are the benefits of Education 5.0 in Higher and Tertiary Education towards sustainable development in Zimbabwe and beyond? In what ways can the existing research conducted by the

predecessors of Education 5.0 be evaluated from a decolonial perspective? How far can Education 5.0, which has brought us this far, take us into the future? In what ways can a decolonial paradigm inhibit the possibilities of new frameworks for confronting the challenges of decoloniality? What are the opportunities, perspectives, and challenges of interrogating Education 5.0 in Zimbabwe from a decolonial perspective? These and other questions will guide various authors in developing their respective chapters for this book.

The volume will sample analyses from scholars across various disciplines that will articulate strategies, insights, methodologies, and discourses that can illuminate our understanding of Education 5.0 from a decolonial perspective in the ongoing search for a resolution to the complexities and intricacies of development in Zimbabwe.

Overview of the volume

This book is divided into six interconnected sections from different disciplines, which include: education, exploring decoloniality, its prospects, and the challenges of Education 5.0 in Zimbabwe; creative arts and heritage-based Education 5.0 in Zimbabwean universities; religion and methodological perspectives; corporate governance and law. Commerce, languages, disability, orphans, vulnerable children, climate change, innovation, settlement and the environment in Education 5.0 in Zimbabwe

Chapter 1, written by the editors, introduces the entire book, followed by Chapter 2, authored by Titi and Linda, which advocates for an inclusive, culturally relevant, and empowering pedagogy to ensure that migrant children thrive academically and socially while contributing to the development of both their home and host countries. The migration of Zimbabwean families to South Africa, driven by economic and political instability, presents significant challenges in accessing education for these children. Despite legal frameworks that guarantee educational rights, barriers such as language, discrimination, and lack of documentation often lead to migrant children's exclusion from schooling. The authors explore the potential of Education 5.0, a transformative Zimbabwean educational framework that emphasises innovation, community service, and practical skills as solutions to these challenges. By integrating Pan-African and African feminist perspectives within a decolonial framework, the authors advocate for inclusive curricula and community-based learning, highlighting the importance of collaborative partnerships in enhancing educational access. They stress the need for a decolonial and Pan-African

pedagogy to address the educational barriers faced by Zimbabwean migrant children in South Africa and propose a heritage-based learning experience that incorporates African-centred teaching practices.

Madzore, in chapter 3, discusses a call to action, exploring the experience and perspectives of teacher educators and students in Zimbabwean Teachers' colleges. The charter also examines the integration of Educational Psychology and Education 5.0 in Zimbabwean teachers' colleges, advocating for a decolonial paradigm that is not just a choice but a necessity. This paradigm prioritises learner-centred, inclusive, and culturally responsive teaching practices. Madzore examined the role of Educational Psychology in shaping teaching and learning practices and discussed the fundamental principles and applications of Education 5.0 in teacher education. Madzore employed a phenomenological approach, conducting in-depth interviews and five focus group discussions with 25 participants to gain a nuanced understanding of their experiences and the meanings they attributed to them. She further explores decolonial approaches prioritising African perspectives and contexts. Integrating Educational Psychology and Education 5.0 enhances teacher education and improves student learning outcomes in Zimbabwe. Madzore's chapter contributes to the development of a decolonial paradigm in education, promoting inclusive and culturally responsive teaching practices that prioritise the needs and experiences of Zimbabwean learners.

Chapter 4 is entitled, 'The challenges of implementing Education 5.0 in universities in Zimbabwe: A decolonial paradigm,' and was authored by Tobias Marevesa. Marevesa argues that the education universities offer globally is one of the most significant pillars in the development of industries, governments, technological advancement, business, and technical development, among other sectors of development in any particular country. Marevesa implored Zimbabwean universities to implement Education 5.0, which the current Minister of Higher and Tertiary Education, Innovation, Science and Technology Development recently introduced. The author asked many pertinent questions, including how feasible and relevant Education 5.0 is to the humanities and social sciences, among other disciplines. Can universities transform students into industry professionals? What is the role of universities in the development of industry and government in Zimbabwe? What is the relationship between universities, governments, and industry? Universities across the country ask these and other questions. Against this background, this chapter seeks to examine and interrogate the relevance and challenges of Education 5.0 in universities and contemporary society in Zimbabwe from a decolonial

perspective. Marevesa, in his chapter, argues that while there are positive tenets of Education 5.0, challenges exist in its implementation across all universities in Zimbabwe. The chapter will be guided by the insights from Gatsheni's (2020) decolonial paradigm in examining the challenges in implementing Education 5.0 in universities in Zimbabwe. He concluded his chapter by saying that while Education 5.0 is highly valued in universities in Zimbabwe, there are challenges to its implementation in certain faculties of the country's universities.

Mavuka, Gandidzanwa, and Chirisa, in chapter 5, discuss 'Heritage-based education 5.0, a panacea to climate change in Zimbabwe: Bridging the gap between communities and academia through social inclusion.' The authors examine how heritage education 5.0 serves as a building block for developing a community-informed climate resilience strategy in Zimbabwe. Mavuka, Gandidzanwa, and Chirisa propose that Education 5.0 bridges the gap between communities and academia, with the potential to enhance the development of goods and services informed by the needs of the people. Consequently, the work of academia within the climate change discourse does not become one in which they are producers of knowledge and the communities' consumers. The authors envisaged a relationship that would produce goods and services that the communities identify with and are part of the process that created them. Education 5.0 becomes the foundation of ensuring that communities in Zimbabwe have heritage and community-informed climate change resilience-building strategies. The authors utilise the insights of the community engagement framework, which provides the role of communities in addressing the issues that affect them. The authors adopt a qualitative research methodology. A total of seven (7) key informants were selected for the study; these were drawn from academia, institutions implementing community climate change programs and traditional leaders in Chipinge district.

Moyo, in Chapter 6 argued that Zimbabwe tertiary institutions of education have been following the education 3.0 model, which emphasises teaching, research, and community service. In 2018, the Zimbabwean government, through the Ministry of Higher and Tertiary Education, Science and Technology Development, added innovation and industrialisation as the fourth and fifth undertakings to thereby naming the education model 5.0. Moyo viewed this as a necessary step in response to stagnation and deindustrialisation in Zimbabwe. Zimbabwe is deindustrialised with many industrial buildings becoming centres for worship, graduates from tertiary institutions are unemployed, while some have migrated to other countries, especially neighbouring countries such as Botswana, Zambia and South the

streets. Moyo argued that Zimbabwe is blessed with natural resources that are being exploited in unconventional ways by locals whose sweat is exploited by foreigners such as the Chinese who are looting minerals such as gold and lithium. Corruption, economic shenanigans and crime have risen very sharply as a result of bad politics and poverty for the majority. Moyo concluded that education 5.0 can be a solution to the evils bedevilling Zimbabwe if it can be aligned to mining and agriculture in rural communities where exploitation and poverty are very high by equipping tertiary education students with livelihood skills for self-reliance in case of unemployment.

Viriri, in chapter 7, entitled ‘The role of creative writing in the implementation of education 5.0 in Zimbabwe: The case of Great Zimbabwe University,’ assessed the relevance of using creative writing as a vehicle for implementing Education 5.0 at Great Zimbabwe University. He implored that creative writing, in its various forms — novels, short stories, poetry, plays, and songwriting — is often viewed as a form of self-expression, a means to explore one’s imagination, and a way to communicate emotions and ideas. Creative writing provides a platform for students to excel in research and problem-solving tasks, thereby enabling them to be innovative and industrialise, which are core elements of Education 5.0. Education 5.0 philosophy is all about creating a holistic learning environment that fosters the spirit of innovation and industrialisation through critical thinking. Creative writing enables Education 5.0 to be realised as it is a unique platform for self-expression, imagination, and communication. The pragmatic theory informs the chapter, and its methodological approach involves interviews with lecturers and students at Great Zimbabwe University. The author posits that creative writing is an ideal vehicle through which Education 5.0 can be cascaded to students if we are to achieve success with this policy. The author emphasises that the effective use of creative writing in conveying important information will significantly contribute to ensuring the success of Education 5.0 in Zimbabwean universities.

In chapter 8, Magwati and Seda discuss a community-based project in creative music-making skills, proposed as a tourism initiative to create sustainable creative economies in a rural Karanga community in south-central Zimbabwe. The project is known as Karanga Community-Based Tourism (KCBT) or Dzimbadzamabwe Heritage Enterprise (DHE). In this chapter, the authors present work that was undertaken at a rural Karanga community as a veritable example of how local musical arts and dance, and their indigenous heritage can be harnessed as a strategy for entrepreneurial