



*The Civil Society Voice in Education*



**2024**

**NATIONAL BUDGET  
ANALYSIS  
MINISTRY OF HIGHER AND  
TERTIARY EDUCATION**

## **Introduction**

The transformation of the education system through Education 5.0 has resulted in the development of creative thinking, innovativeness, and entrepreneurial mindset. Upscaling these interventions and broadening the focus of such institutions to act as creators of employment through university linked start-ups will ensure the education system aligns with the national ambition of economic transformation through value addition and beneficiation of the country's natural endowment. As the educational landscape undergoes this profound change, there is a discernible opportunity to amplify the impact of these interventions. By strategically scaling up these initiatives and widening the scope of institutions of higher learning to function as incubators for employment through establishing university-linked start-ups, the education system can seamlessly align with the national aspiration for economic transformation. This alignment hinges on the twin pillars of value addition and the strategic leveraging of the country's natural endowment, ensuring that higher and tertiary education not only fosters intellectual growth but actively contributes to the nation's socioeconomic growth. Against this backdrop, the 2024 budget plays a crucial role in propelling these transformative endeavours and consolidating the momentum towards a knowledge-driven economy.

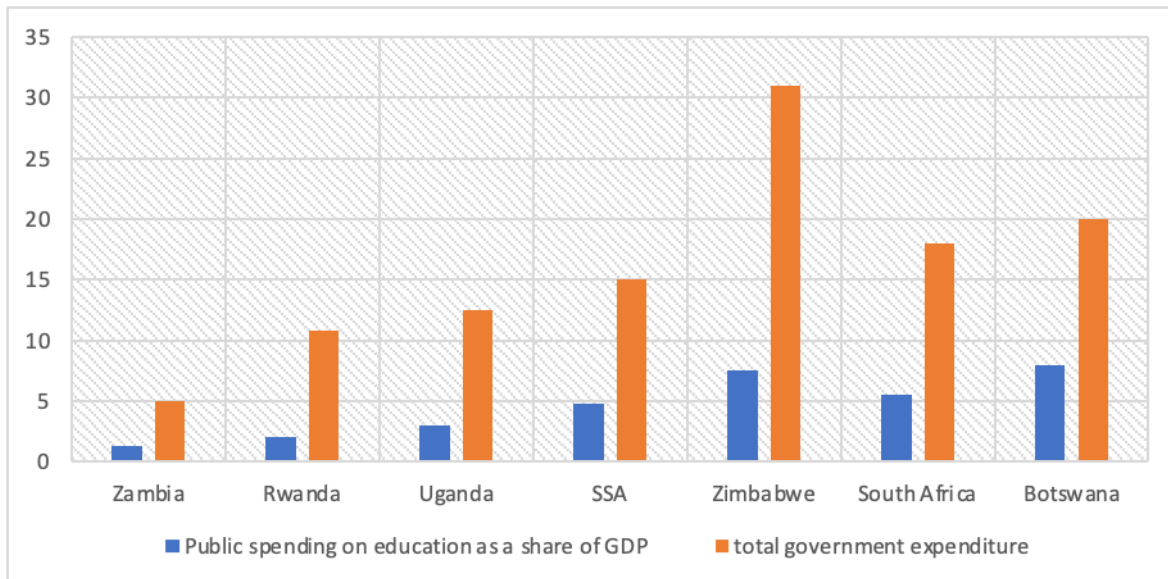
## **Situation of Higher and Tertiary Education Sector in Zimbabwe**

Zimbabwe's higher education system faces several organisational and institutional challenges (World Bank, 2020). Firstly, there is a distinctive categorisation between "Higher Education," encompassing universities and polytechnics, and "Tertiary Education," comprising post-secondary colleges, some of which do not confer degrees. This differentiation, not commonly observed in other nations, lacks a clear purpose and Zimbabwe's articulation policies hinder student mobility between these two subsystems. Secondly, the absence of a comprehensive information-management system hampers performance monitoring and undermines the basis for making evidence-based policies. Thirdly, the funding model of the Zimbabwe Council for Higher Education-ZIMCHE relies on a tax linked to each university's enrollment, creating a significant disincentive to report enrollment figures accurately. Fourthly, salaries for faculty in teacher training colleges and Technical and Vocational Education and Training (TVET) institutions are considerably lower than those for university staff, discouraging educators from choosing non-university institutions. Consequently, qualified academics tend to gravitate toward universities, leaving colleges with educators who are more out of necessity than a genuine vocation.

## **Trends in Disbursements**

Since independence, the government has actively directed financial resources towards higher and tertiary education, recognising that a responsive system in this sector is crucial for national development. Even in the face of economic hardships, public sector investment in education has been consistently substantial within the African region, with an average expenditure of around 30% of government expenditure. Specifically, the allocation for higher and tertiary education is estimated at approximately 15% of GDP (ECOZI, 2019). Figure 1 below offers a comparative examination of public expenditure on education across various African countries.

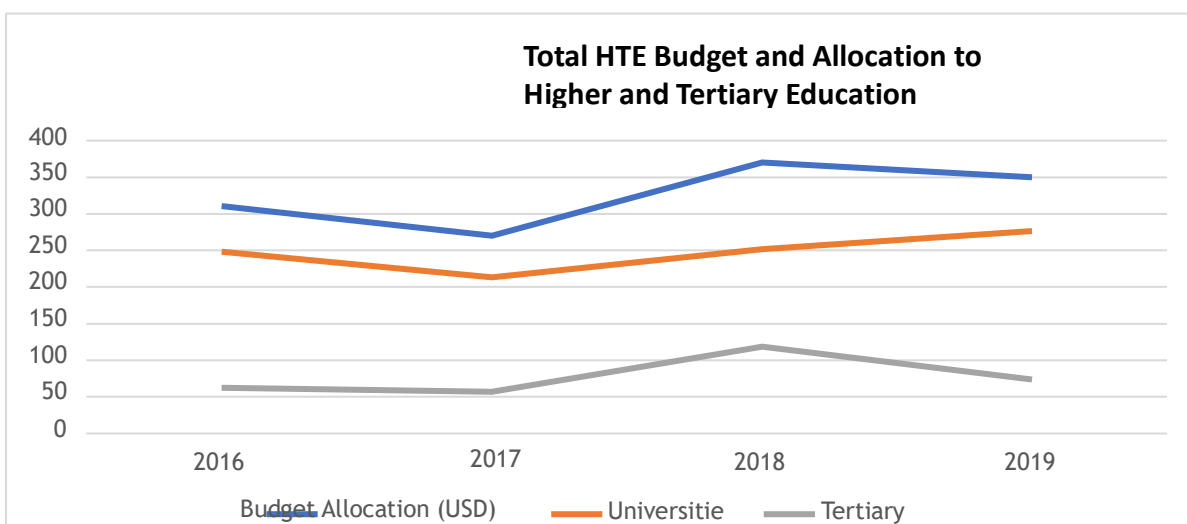
**Figure 1: Public Spending on Education as a Share of GDP and Total Government Expenditure**



Source: UNICEF (2023)

Economic challenges have impacted the public expenditure on higher and tertiary education in Zimbabwe, causing fluctuations in funding ranging from USD 300 million to USD\$350 million annually. Figure 2 below shows the fiscal allocation to Higher and Tertiary Education Institutions (HTEIs) from 2016 to 2019 in USD. The graph depicts the total budget allocation to HTEIs during this period. An examination of the allocation patterns reveals that Higher Education Institutions (HEIs) (these includes universities and what else) typically receive most of the budget, hovering around 80%, except for 2018 when they received 68%. In contrast, Tertiary Education Institutions (TEIs) (these includes mmmm teachers’ colleagues or TVETs or what else). receive an average of 20% of the budget allocation, except for 2018 when they received 32% of the budget.

**Figure 2: Total Budget Allocations to Higher and Tertiary Education Institutions (2016-2019)**



Adapted from World Bank (2020)

In 2020 HTE received US300 million with the budget fluctuating to US100 million in 2021 and rising to USD 220 million in 2022 (Chronicles, 23 November 2022). According to the Chronicles in 2023, HTE was allocated USD 242 million with the bulk of the money going towards disadvantaged students who cannot access funding under the student loan facility and equipping laboratories at teacher’s colleges and infrastructure development at state universities. The challenges have been in tracking the utilisation of the funds as data was not readily available.

### Trends in Budget allocation to the Ministry from 2020 to 2023

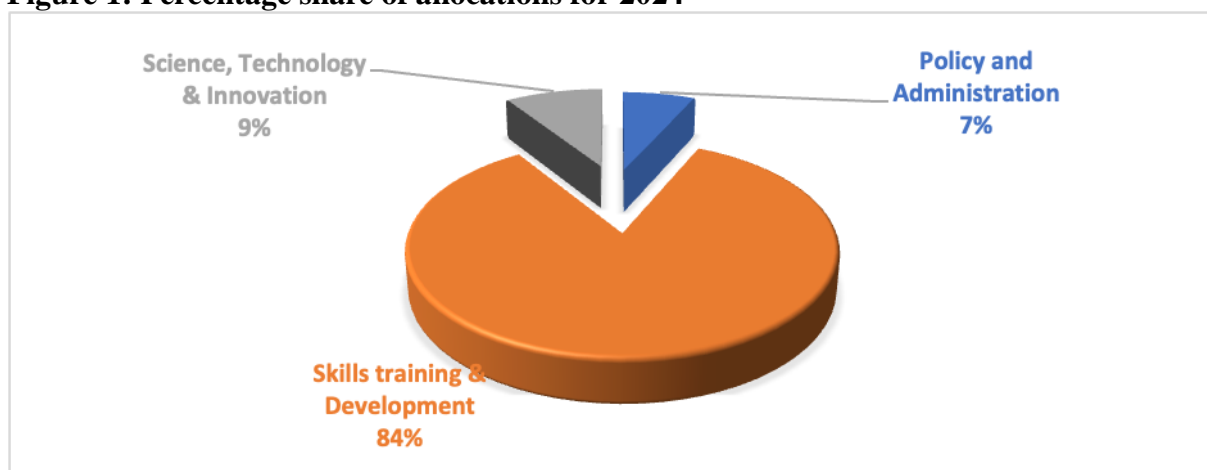
#### i. Programme Based Analysis

The budget allocation for higher and tertiary education in 2024 reflects a strategic emphasis on skills development and innovation within the framework of Education 5.0. With a total budget of ZWL\$2.36 trillion US\$406,795,728.2 the allocation distribution underscores priorities, with a substantial focus on practical education. The significant investment of US\$336,664,197 in Skills Training and development highlights a commitment to building a workforce with practical and applicable skills. The allocation of US\$30,570,821.99 for Science, Technology, and innovation indicates a recognition of these fields' pivotal role in economic transformation. While Policy and Administration received US\$39,560,709 reflecting the importance of effective governance and operational aspects, the overall budget composition aligns with the broader national goal of consolidating economic transformation by fostering innovation, industrialization, and modernization through education.

**Table 1: 2024 allocations to various programmes**

| Programme                                   | Amount (US\$)   |
|---|-----------------|
| <b>Policy and Administration</b>            | \$39,560,709    |
| <b>Skills Training &amp; Development</b>    | \$336,664,197   |
| <b>Science, Technology &amp; Innovation</b> | \$30,570,821.99 |
| <b>Total</b>                                | \$406,795,728.2 |

**Figure 1: Percentage share of allocations for 2024**



## ii. Programme allocations, 2021-2024

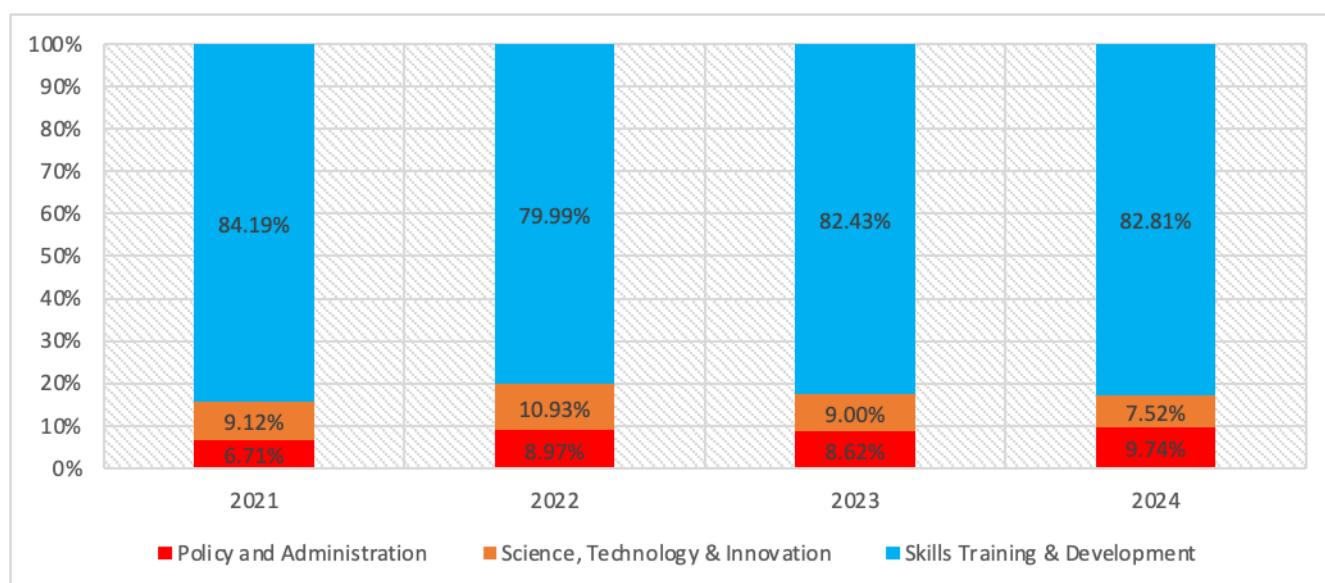
The allocation of budgetary resources in higher and tertiary education from 2021 to 2024 unveils a dynamic landscape shaped by evolving priorities and a nuanced understanding of the sector's needs. In 2021, the budget allocation for higher and tertiary education had skills training development programs receiving the highest share at 84.19%. The Policy and Administration program received 6.71%, while Science, Technology & Innovation accounted for 9.12%. In 2022, the allocation to skills development remained predominant at 79.99%, accompanied by a notable increase in the share allocated to policy and administration, reaching 8.97%, signalling a growing emphasis on effective program management. In 2023, the commitment to skills development continued, capturing 82.43%, while policy and administration held steady at 8.62%. For the 2024 budget allocations, the emphasis on skills training remained high at 82.81%, suggesting a sustained commitment to practical education, while a significant increase in policy and administration to 9.74% indicated a heightened focus on administrative efficiency. The allocation to Science, Technology and innovation remained substantial throughout these years, underscoring a continuous commitment to technological advancements in higher and tertiary education.

**Table 2: Programme allocations for the period 2021-2024 in US\$**

| Programme                        | 2021          | 2022          | 2023          | 2024             |
|----------------------------------|---------------|---------------|---------------|------------------|
|                                  | Actual        | Actual        | Actual        | Proposed         |
| Policy and Administration        | \$11,797,507  | \$30,379,332  | \$20,732,370  | \$39,560,709.18  |
| Skills Training & Development    | \$147,801,577 | \$271,135,327 | \$198,593,018 | \$336,664,197.04 |
| Science, Technology & Innovation | \$16,005,903  | \$37,032,213  | \$21,680,873  | \$30,570,821.99  |
| Total Ministry Allocation        | \$175,604,987 | \$338,546,872 | \$241,006,261 | \$406,795,728.21 |

*2021 budget converted at USD rate of 26 Nov 2020 (81.82); 2022 budget converted at a rate of USD1: ZWL105.67 effective on 25 Nov 2021; 2023 budget Converted at the Willing Buyer Willing Seller rate of USD1:ZWL649.4; e 2024 budget converted at a rate of USD1: ZWL5790.08 effective on 30 Nov 2023.*

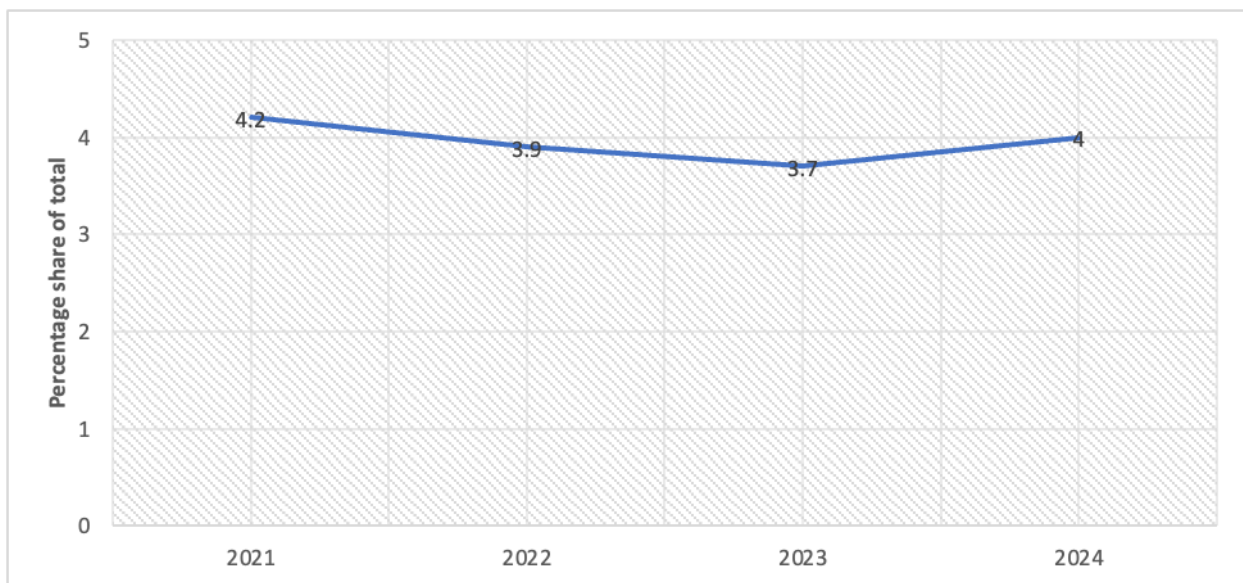
**Figure 2: Percentage allocations for the period 2021-2024**



## iii. Trends in Percentage Allocation to Total National Budget for the period 2021-2024

The percentage share of the higher and tertiary education budget relative to the total national budget demonstrates fluctuations over 2021-2024. In 2021, the allocation of 17.8 billion ZWL\$ represented approximately 4.22% of the total budget of 421.6 billion ZWL\$. The subsequent year, 2022, saw a budget allocation for higher and tertiary education at 35.77 billion ZWL\$, yet the percentage share slightly decreased to 3.86% of the total budget of 927.3 billion ZWL\$. In 2023, with a substantial increase in the budget to 156.51 billion ZWL\$, the percentage share remained relatively stable at 3.73% of the total budget of 4.2 trillion ZWL\$. Notably, in 2024, the budget for higher and tertiary education significantly increased to 2.4 trillion ZWL\$, representing a 4.05% share of the total budget of 58.2 trillion ZWL\$. Figure 3 shows the share of higher and tertiary education as a percentage of the total national budget.

**Figure 3: Percentage share of Higher and Tertiary education to Total Budget**



#### **iv. Skills Training and Development Overview**

Program 2 focuses on enhancing the supply of skilled and competent human capital, aligning with the strategic objective to meet the evolving demands of various sectors. The program is structured into three distinct sub-programs. Sub-program 2.1 concentrates on Higher Education (Universities) and is geared towards facilitating the effective management of universities. Sub-program 2.2 extends its scope to tertiary education, encompassing polytechnics, teachers' vocations, and industrial training colleges, primarily enabling their management. Sub-program 2.3, Quality Assurance, is dedicated to developing curricula, examination processes, and certification for programs such as National Certificates (NFC), Higher National Diplomas (HND), apprenticeships, and other skilled programs. In terms of students with disabilities enrolled for the period 2022 to 2024, these figures are very low, averaging 0.2% of total enrolment. The recommendation is for government to incentive (e.g, free higher education, free university accommodation etc) and encourage this group of citizens.

| <b>Outcome</b>  | <b>Outcome Indicator</b>                                    | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|---|---|-------------|-------------|-------------|
| Improved access to quality, equitable, and inclusive education        | Students enrolled in accredited HTEIs                       | 185,258     | 185,703     | 173,948     |
|   | Students with disabilities enrolled in accredited HTEIs     | 396         | 437         | 818         |
|   | Students with disabilities enrolled in accredited HTEIs (%) | 0.2         | 0.2         | 0.5         |
| Improved availability of unique skills for industry and public sector | Critical Skills Produced                                    | 62,195      | 49,714      | 55,350      |
| Increased uptake and application of STEM subjects                     | Annual STEM graduates                                       | 5,493       | 24,224      | 6,100       |
|   | Annual enrollment in STEM disciplines                       | 32,620      | 69,318      | 41,000      |

The outlined outcomes and indicators for 2022-2024 reflect a commitment to improving access to quality education, ensuring inclusivity, and producing a skilled workforce. Notable indicators include the increased enrolment of students with disabilities, the production of critical skills for the industry and public sector, and a strategic focus on the uptake and application of STEM subjects to meet the evolving needs of the workforce and the broader economy.

| <b>Outputs</b>  | <b>Output Indicator</b>                                    | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|---|--|-------------|-------------|-------------|
| Graduates Produced in Universities  | Number of certified graduates                              | 34,000      | 40,537      | 42,563      |
| Learning and Teaching Physical infrastructure established in universities | Physical infrastructure established                        | 5           | 10          | 6           |
| Study in Zimbabwe Programme Implemented                                   | Number of outreach programmes conducted                    | -           | 6           | 6           |
| Technical, Vocational Education Training Graduates                        | Number of graduates at each level (NC, ND, HND and B-Tech) | 18,330      | 19,630      | 20,612      |
| Teacher Education graduates   | Teacher graduates  | 11,892      | 7,828       | 8,219       |

The outlined outputs for the Skills Training and Development Program provide a snapshot of the tangible outcomes expected in 2024. The number of certified university graduates is projected to increase steadily from 34,000 in 2022 to 42,563 in 2024, reflecting a commitment to expanding the pool of skilled professionals. Establishing learning and teaching physical infrastructure in universities shows a targeted investment in educational facilities, with a planned increase from 5 to 6 by 2024. The Study in Zimbabwe Programme implementation, measured by the number of outreach programs conducted, is set to be

consistent at six each year from 2023 onwards, indicating a sustained effort to promote higher education. In Technical and Vocational Education Training, the number of graduates at various levels is expected to rise, demonstrating a focus on producing skilled individuals at multiple qualification tiers. However, there is a notable decrease in Teacher Education graduates from 11,892 in 2022 to 8,219 in 2024, suggesting a strategic shift or a response to changing demands in the education sector.

#### **v. Infrastructure Projects for Higher and Tertiary Education**

Resources totalling Z\$249.6 billion (US\$ 43108212.67) have been allocated to support diverse programs and initiatives within higher and tertiary education institutions. The allocated funds are distributed across various infrastructure projects. Notable investments include the construction of Halls of Residence and Faculty of Humanities at institutions like Bindura University of Science Education and Lupane State University, amounting to Z\$158.5 billion (US\$27,374,405.88) for universities. Additionally, Teacher's Colleges, Polytechnics, and Industrial Training Colleges are set to benefit from investments in projects such as student hostels, lecture blocks, and infrastructure rehabilitation, totalling Z\$62.7 billion (US\$ 11606057.26). The Research and Development category, encompassing initiatives like High-Performance Infrastructure, Innovation Hubs, and Equipping Industrial Parks, will receive Z\$28.4 billion (US\$ 49,04,940.864).

#### **vii. Recommendations for the higher and tertiary education budget:**

While the 2024 budget for higher and tertiary education demonstrates a commendable commitment to skills development, innovation, and infrastructure enhancement, it is crucial to acknowledge that there is room for further augmentation, particularly in research and development (R&D). The proposed budget, although substantial, may benefit from an increased allocation directed towards fostering cutting-edge research initiatives and technological advancements. Research and development are pivotal in driving long-term economic growth and ensuring educational institutions contribute significantly to innovation and knowledge creation. A heightened focus on R&D within higher and tertiary education will bolster the nation's intellectual capital and propel the country towards a more competitive and technologically advanced future.