



ZIMBABWE OPEN UNIVERSITY

“Empowerment Through Open Learning”



2020 Integrated Annual Report

HUMAN CAPITAL DEVELOPMENT THROUGH OPEN AND DISTANCE E-
LEARNING: AN EDUCATION 5.0 APPROACH TOWARDS VISION 2030



2020 integrated annual report



Zimbabwe Open University

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VISION

To be the university of choice in open and distance e-learning

MISSION

Empowering the world through high quality open and distance e-learning enabled by technology

CORE VALUES

- ❖ Client-driven
- ❖ Innovation
- ❖ Integrity
- ❖ Teamwork
- ❖ Accountability





Some Facts About ZOU

The Zimbabwe Open University (ZOU) is a State University mandated by the Government of Zimbabwe through an Act of Parliament, ZOU Act (Chapter 25:20) to provide Higher Education through Open and Distance electronic Learning (ODeL).

Established in 1999, the state university operates under the Ministry of Higher and Tertiary Education, Science and Technology Development. His Excellency, President Emmerson Dambudzo Mnangagwa is the Chancellor of the University. Professor Paul Henry Gundani is the Vice Chancellor.

The University has seven faculties: Agriculture; Arts, Culture and Heritage Studies; Education; Commerce and Law; Applied Social Sciences; Science; and Technology. All Zimbabwe Open University programmes are accredited by the national regulator, the Zimbabwe Council for Higher Education (ZIMCHE).

ZOU offers degrees (undergraduate and postgraduate), diplomas, certificates and short courses in the respective faculties. Student enrolment at ZOU has been growing steadily from the time of its formation. By 2019, ZOU had graduated more than 33 000 students who have joined all sectors of the economy.

On registration, one gets comprehensive and easy to follow study materials. Zimbabwe Open University offers an e-learning facility through “myVista” a learning management system, that enables students to apply, register and carry out studies through the Internet from any part of the world. The beauty of Open and Distance electronic Learning (ODeL) is that the University has access to a huge number of dedicated and professional tutors and staff from other universities in Zimbabwe and the world over while students acquire education in the comfort of their homes. This drastically cuts the cost of education.

The Zimbabwe Open University operates on a regional scale. It has established Campuses in all the ten provinces of the country. Each regional campus serves as the hub for all the learning activities for students in that province: from registration coordination of e-learning, face-to-face tutoring and counselling, and from assignment administration to a venue for invigilated examinations. The university is fast developing in the area of giving examination online.

ZOU has an International Relations Office that caters for regional and international students.

The Zimbabwe Open University has stringent and competitive systems of ensuring high standards of learning and qualifications that are relevant to the socio-economic needs of society.





Introductory Note

The year 2020 was a unique year in the history of the University because of the COVID-19 pandemic. This is time for us all to reflect on some of the University's achievements, newsworthy stories, events and challenges of the year 2020. Overall, 2020 was marred by the COVID-19 pandemic which forced us to adapt to new ways of doing business. While we share the grief on the untimely passing on of some staff members and students, we remain grateful for the contributions they made to the ZOU community, and we shall forever remember them.

Despite the notable COVID-19 challenges throughout much of 2020, we managed to successfully host a blended Graduation Ceremony, where we also witnessed the commissioning of the Mashonaland West solarisation project and, the virtual tour of the whole University. In addition, we witnessed the introduction of the Chancellor's Prize which, in 2020, was awarded to the "best" four students (two males and two females) across the University, a first in the history of ZOU by the Chancellor, His Excellency, President Comrade E.D. Mnangagwa.

We congratulate all ZOU staff members who graduated with PhDs. Let us all put our hands onto the deck. As we strive to transform knowledge into goods and services, it is hoped that your knowledge and wisdom will help us and the whole country to implement Education 5.0.

Let us also take personal responsibility and play our part in the fight against the deadly corona virus disease.

Always mask up, sanitise, and practise social distancing!!!





CHANCELLOR



**HIS EXCELLENCY, THE PRESIDENT OF THE REPUBLIC OF ZIMBABWE AND
CHANCELLOR OF THE ZIMBABWE OPEN UNIVERSITY**

CDE Dr. EMMERSON DAMBUDZO MNANGAGWA

LLB & LPI (University of Zambia); PhD in Security Studies and Defence (National Defence University); LLD (MSU); LLD (UZ); LLD (University of Zambia); PhD in Politics and International Relations (GZU); PhD in Engineering Sciences & Technology (CUT); PhD in Peace and Development (BUSE); PhD in Technology (HIT); PhD in Education (NUST)





MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION SCIENCE AND TECHNOLOGY DEVELOPMENT



**Minister of Higher and Tertiary Education,
 Innovation, Science and Technology Development**
PROFESSOR dr AMON MURWIRA

PhD in Geo-Information Science (GIS, RS) for environmental systems
 Analysis and monitoring (The Netherlands)
 MSC in Environmental Systems Analysis and Monitoring (The
 Netherlands)



**Deputy Minister of Higher and Tertiary
 Education, Innovation, Science and
 Technology Development**

HON RAYMORE MACHINGURA

Dip in Telecoms Corp (PTC, ZIM), Dip in Telecoms Mgt (CWC, UK),
 Advanced Technical Training Certificate (Germany)
 Full Technological Certificate T1-T5 (City & Guilds London),
 Further Education Teachers Certificate (Harare Poly)
 Certificate in Finance for Non Financial Managers,
 T5 Organisational Planning, GSM Siemens and Project Planning



**The Permanent Secretary, Ministry of Higher and Tertiary
 Education, Innovation, Science and Technology Development**

PROFESSOR FANUEL TAGWIRA

PhD in Soil Chemistry and Fertility (UZ)
 MSc in Soil Chemistry (Reading University, UK)





ZOU Council



Mrs Chipo Mtasa
Chairperson



Mr Albert Nduna
Vice Chairperson



Mr Jonasi Mushosho



Mrs Loice Ngulube



Eng. Munyaradzi Rangarirai



Mrs Rumbidzai Dihwa



Dr. Tsanangurai Chirau



Prof Herbert Chimhundu



Dr. Hespina Rukato



Mr Izekiel Machingambi



Dr. Fortunate Sekeso



Mr Lloyd Manyema



Emeritus Professor Paul Henry Gundani
Vice Chancellor



Mr Kenneth Saruchera



Prof. Enna S. Gudhlanga



Prof. Edmore Masama



Prof. Raphinos Chabaya



Moses Sibanda
SRC President





Principal Officers of the University



Vice Chancellor
Emeritus Professor Paul Henry Gundani
PhD in Theology Studies (UZ)
LLB (UNISA)



**Pro-Vice Chancellor Research,
Innovation and Enterprise
Development**
Prof Francis T. Mugabe
PhD in Water Resources Management (UZ)



**Pro-Vice Chancellor
Academic Affairs**
Prof. Ermson Z. Nyakatawa
*Ph.D. in Plant and Soil Science
(Alabama A&M University, USA.)*



**A/Director Information and
Communication Technology**
Mr. Charles Nsingo
MBA (ZOU)



Registrar
Mr Tendai A. Kaseke
MSc Strategic Management (CUT)



Librarian
Mr. Wilbert Zvakafa
*MSc in Library and Information
Science (NUST)*



Bursar
Dr Garainesu Shoko
MBA (UZ)
Member of AIBZ





Deans



Agriculture
Professor Edmore Masama
 PhD in Agriculture (UZ)



Arts, Culture and Heritage Studies
Professor Anna Chitando
 Dlit et Phil in English (UNISA)



Applied Social Sciences
Professor Thomas M. Kaputa
 PhD in Special Education (ZOU)



Technology
Dr. Benny M. Nyambo
 PhD in Computer Science (Belgium)



Commerce and Law
Professor Tavonga Njaya
 PhD in Development Economics (ZOU)



Education
Professor Ignatius I. Dambudzo
 PhD Psychology of Education (UNISA)



Science
Dr. Kaitano Dzinavatonga
 PhD in Physics (North West, SA)



Dean of Student
Professor David D. Chakuchichi
 M.Ed (UZ)





Regional Directors



Bulawayo
Prof Onias Mafa



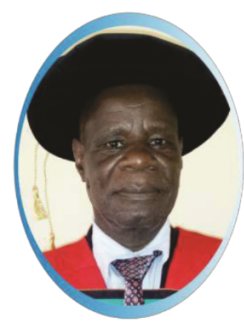
Mashonaland Central
Prof Cuthbert Majoni



Midlands
Dr Glorify Mavundukure



Matabeleland South
Mr Allan Nkala



Masvingo
Prof Raphinos Chabaya



Harare/Chitungwiza
Dr Augustine M. Tirivangani



Mashonaland East
Mrs Tabeth Zinyama



Manicaland
Mr Kenneth Saruchera



Mashonaland West
Dr Jacob M. Mugabe

Matabeleland North
Mr Shadreck Handireki



International Relations Office
Mrs Shingayirayi Moyo
Manager





Unit Directors



Director, Vice Chancellor's Office
Dr Eurita Nyamanhare



Quality Assurance
Mr Benson Gabi



A/Director
Information and
Public Relations
Mr Stewart Mwandianza



A/Director and Assistant to
the PVC Academic Affairs
Ms Precious Kahwema



Directorate of Research,
Innovation and Technological
Transfer
Prof Nhamo Nhamo



Materials Development Unit
Mr Chesterfield Vengesayi



Human Resources
Dr Ernest Jaricha



Academic Registry
Mrs Magareter Chirongoma
- Munyoro



Infrastructure and Estates
Management
Ms Sheila Jeyi





Council Chairperson's Statement



Mrs Chipo Mtasa

As chair of the ZOU Council, together with my colleagues, it has been a privilege to help guide and provide oversight at the Zimbabwe Open University. This responsibility has given us insights into the complex challenges of higher education in contemporary society. It is a truism that any University that seeks to be of value must recognise that it is a microcosm of the society in which it is located. Education cannot operate in a vacuum; it must impact society and, in turn, be impacted by society. To be relevant in our world, research and teaching must address real issues: poverty and inequality, safety and security, education, gender and family relationships, as well as the global issues of climate change, physical and mental health, migration and the rapid adjustments technology is bringing into our lives.

Despite the challenging operating environment, the University maintained its focus on Education 5.0. Under the 5.0 approach, the Zimbabwe Open University aims to contribute to the attainment of an upper middle-income economy by 2030. through technology development and transfer at Innovation hubs as well as production of goods and services at Industrial parks to be established as part of the broader modernisation and industrialisation agenda.

The country's Vision 2030 entails academics to work hand in hand with communities to understand the people whose lives they want to change. It is far removed from the old cliché of the ivory tower. Today's academics work outside the tower, on the ground. They are engaged with the challenges of the day. It requires courage to interrogate the complex questions of our lives, to innovate powerful solutions and to demand the highest performance from ourselves.

The Vice Chancellor cannot take this task alone, our students, staff members and stakeholders have a critical role to play towards realising the national vision and the university's vision "to become the University of choice in Open and Distance e-Learning". In this respect, we are inculcating a new culture and work ethic to underpin the focus on achieving 5.0 University status. The reward of supporting ZOU is that we each get the chance to play a part in the positive changes the university is bringing into the world. It is not just a responsibility; it is also an opportunity to align with the excellence ZOU embodies.

The University remains fully committed to principles of good Corporate Governance guided by the National Code of Corporate Governance. Our commitment to quality is underlined by the existence of a fully-fledged Quality Assurance Unit and a Sub-Committee of Council responsible for Quality Assurance. The Quality Assurance team ensures maintenance of quality standards as well as accreditation of our programmes by outside professional bodies and regulatory authorities.

There are indications that government's efforts to stabilise the economy, re-engage the wider international community and attract Foreign Direct Investment are beginning to bear





fruit. The University is poised to benefit from an improved macro-economic environment through increased enrolments, sustainable cost structures on the back of a low and stable inflation as well as easier access to the capital resources required for its growth.

My appreciation goes to our students for their on-going support for the University and its programmes. I also thank our parent and other government ministries for their support and guidance. May I also extend my sincere thanks and appreciation to my fellow Council Members, University Management as well as staff and other stakeholders for their hard work and tenacity in driving forward the University agenda.

A handwritten signature in black ink, appearing to read "Chipo Mtasa".

Mrs Chipo Mtasa
ZOU Council Chairperson





Vice Chancellors Foreword



Emeritus Professor Paul Henry Gundani

It is humbling to share my reflections on major highlights, particularly those that left footprints which made the year 2020 a historic year. Indeed, the year 2020 was a challenging year that no doubt will stand out as a memorable year in the 21st century.

The onset of the COVID-19 virus was a game-changer in terms of the plans that the University had for the year 2020. As from the 24th of March 2020, to date, the University was forced to come up with swift measures to mitigate the ravages of the pandemic through its Health and Safety Committee that enforced safety measures at the National Centre and at all University campuses across the length and breadth of Zimbabwe. I would like to thank each one of you for doing the right thing by adhering to all precautionary measures introduced by the Government, in line with the World Health Organisation (WHO) protocols. Where numbers and space breached social distancing, meetings were conducted virtually instead of the traditional face-to-face encounters. At every possible site, sanitisation facilities were established and all people were required to mask up. Similarly, an assortment of advertisements on COVID-19 pandemic awareness were placed at strategic points throughout the University campuses and at the National Centre. ZOU has so far recorded zero fatalities although a few staff members were directly or indirectly affected by the pandemic.

Service Delivery

It is now common knowledge that the Zimbabwe Open University (ZOU) is gearing itself towards becoming a fully-fledged ODeL University. The COVID-19 virus turned out, however, to be a blessing in disguise. As the adage goes, "Every dark cloud has a silver lining." The COVID-19 virus forced us out of the comfort zone of procrastination with regards to "going e". For ZOU to continue delivering Teaching and Learning during the COVID-19 pandemic, it was incumbent on us to put in place a robust operational ICT infrastructure. It dawned on Management that lack of cutting-edge technology would heavily compromise access to myVista by both staff and students, with the potential of undermining teaching and learning, as well as the writing of examinations, among other issues. Moreover, the infrastructure upgrade that we made came with a cost that we had not planned for.

Furthermore, the high cost of licences for the virtual communication platforms such as ZOOM, Microsoft Teams and Google classrooms, among others, affected our bottom line and





impeded a seamless delivery of technology-enabled teaching and learning. This was further compounded by the unavailability of requisite national telecommunications infrastructure in some areas with poor quality network coverage. Consequently, many of our students were not able to afford internet data bundles. Regrettably, Mobile Network Operators were unwilling to offer real discounted data bundles to staff members and students or offer zero-rated browsing for academic websites/e-learning services. This situation was and continues to be inimical to ODeL delivery which requires a 24-hour digital presence. To counteract the myriad challenges associated with the ICT challenges, Management decided to provide academic staff with data bundles to enable the University to complete the first semester with minimum disruption.

Examinations

Despite the challenges posed by the COVID-19 threat, your University managed to provide Teaching and Learning services to its students, and successfully delivered examinations for all registered students, not just final year students, as in the cases of sister contact universities. About 90 percent of our students managed to sit their first semester examinations. This was no mean achievement, considering the transport constraints attendant to the lockdown environment prevailing in the country. I would like to congratulate our students and staff, both academic and non-academic, for their resilience and understanding in the face of difficulties during the trying period.

The ZIMCHE Staff and Skills Audit 2019

In response to the ZIMCHE Staff and Skills Audit carried out in 2019, Management presented a plan of action to the ZIMCHE CEO in July 2020. The response we got will go down as the best news in 2020. Prof Kuzvinetsa P. Dzvimbo, C.E.O. of the ZIMCHE, wrote to Mrs. C. Mtasa, the ZOU Council Chairperson, stating that, ZOU had addressed all issues and concerns raised in the Audit Report. I had the occasion to read an excerpt of the contents of the letter at the 2020 Graduation Ceremony to our Chancellor, His Excellency President E. D. Mnangagwa and to the Hon. Minister Prof. Dr. Amon Murwira. The letter was not only an affirmation of our good standing and reputation as the premier ODeL University in the country but is a good omen for the journey that we are committed to travel in the delivery of quality education to all our students in Zimbabwe and in the sub-region. As such, the letter put paid to some unfortunate shenanigans and perception running riot out there that ZOU's standards were below par. I am pleased to put it on record that the letter from the ZIMCHE CEO is available for all to see. Without fear of contradiction, I aver that ZOU means business and is ready to be counted as one of the most competitive flagships ODeL institutions in Africa.





Solarisation of Regional Campuses

In support of e-learning, the phased approach to the solarisation project has successfully been completed for Mashonaland West and Masvingo Regional campuses. This project speaks volumes of how the University is determined to go green in its drive towards providing solar power at all its regional campuses. Solarisation is meant to ensure uninterrupted and sustainable supply of electricity to staff and students in the face of occasional outages of electrical power supplied by the Zimbabwe Electricity Supply Authority (ZESA).

Reading Desks and Chairs

The provision of ample furniture at the ZOU regional campuses may appear so banal, but for an ODeL institution such as ZOU, such humble efforts go a long way towards transforming regional campuses into more congenial spaces for study. I am pleased to report that cubicles, desks and chairs were delivered to Mashonaland West Regional Campus library. Similarly, five hundred (500) chairs and desks were purchased and delivered to the Harare/Chitungwiza Regional Campus.

Land Acquisition

The year 2020 goes on record as the year the University purchased a 4.5-hectare piece of land from the Bulawayo City Council. The transaction was sealed by the signing of the agreement of sale on the 15th of September 2020. In the coming year, the University intends to construct a boundary wall to secure the land and design a suitable master plan in line with the University's infrastructure requirements for the Matabeleland Regional Campuses as well as the introduction of income generating initiatives at the Campus. On another note, the University looks forward to securing a piece of land in Masvingo Province following the positive response received from the Honourable E. Ruvai Chadzamira, Minister of State for Provincial Affairs and Devolution confirming receipt of ZOU's application for land to carry out agricultural projects in that province.

2020 Graduation

A total of 2 513 graduates from the seven ZOU Faculties, inclusive of 39 students from affiliate colleges, were conferred with different degrees during the blended graduation ceremony held on the 13th of November 2020. Historically, 2020 will be remembered as a year of virtual graduation transition. Feedback received from the Regional Campuses confirm that with thorough preparations, this is the way to go. As your Vice Chancellor, I am also pleased to announce that our Chancellor, His Excellency, President E. D. Mnangagwa, committed a US\$2000.00 prize money towards the overall best two females and two male performing students. The Chancellor's prize was a far-reaching development and marked a first in ZOU history.





Community Service

As far as community service is concerned, the University concluded 2020 on a high note when it followed through its donation pledge to the Chancellor, His Excellency, President. E. D. Mnangagwa, of six tonnes of maize meal which your Management successfully handed over as 6 196.05 kgs to the Sally Mugabe Children’s Hospital. The donation was highly appreciated. Going forward, we would like to keep the brand of the University aloft through more Community Service gestures such as the one rendered to the underprivileged and vulnerable children at the Sally Mugabe Children’s Hospital.

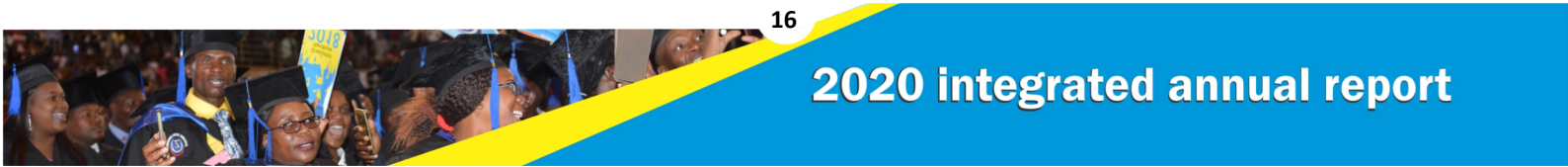
Conclusion

The challenges and achievements highlighted above are only a few among many deserving mention. However, space and time do not allow me to chronicle all the challenges and successes we encountered in 2020. However, I am delighted to say that we did our best under very difficult conditions, and I would like to acknowledge your never-say-die spirit. Your spirit-de-corps and collegiality made us sail through one of the most difficult years of our generation. Thank you!

As the 2020 academic year winds down, I would be remiss if I forgot to remind you that the second COVID-19 wave is upon us. We thank the Heavens for having survived the first wave, but there are no guarantees that X or Y will survive the second wave. I take it as my responsibility and duty, therefore, to appeal to you to conscientiously adhere to the WHO protocols. Keep yourselves and your families safe. Don’t overindulge to your detriment.

Professor Paul Gundani, (PhD, LLB)
Vice Chancellor

Always mask up, sanitise and practise social distancing!!!



ZOU at a Glance: Only ODeL University in Zimbabwe

2020 Cumulative enrolment including first years 32 708

Academic staff: 261

- Professors: 11
- Associate Professors: 30
- PhD holders: 36
- Senior Lecturers: 30
- Lecturers: 149

% Females lectures vs Males lecturers

- 29% Females
- 71% Males

Part-time Tutors: 1 562

Administrative staff: 536

ZOU is a member of the following global university networks:

- ✚ Distance Education Association of Southern Africa (DEASA)
- ✚ African Council for Distance Education (ACDE)
- ✚ Southern Africa Regional Universities Association (SARUA)
- ✚ Association of African Universities (AAU)

Faculties

- ✚ Agriculture
- ✚ Applied Social Sciences
- ✚ Arts, Culture and Heritage Studies
- ✚ Commerce and Law
- ✚ Education
- ✚ Science
- ✚ Technology

Campuses

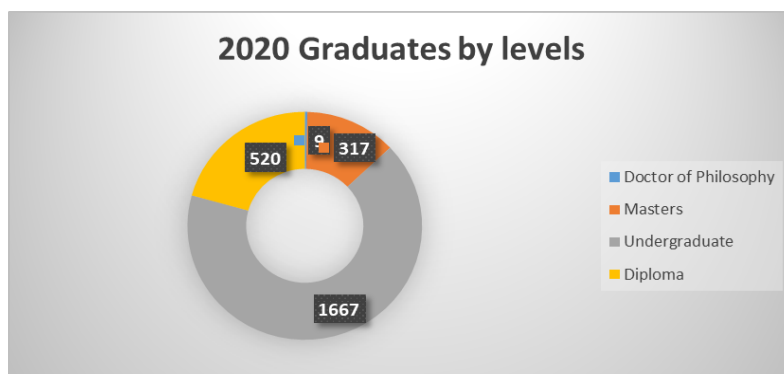
- ✚ Bulawayo
- ✚ Harare
- ✚ Manicaland
- ✚ Mashonaland Central
- ✚ Mashonaland East
- ✚ Mashonaland West
- ✚ Masvingo
- ✚ Matabeleland North
- ✚ Matabeleland South
- ✚ Midlands
- ✚ International Relations Office/ Virtual Campus

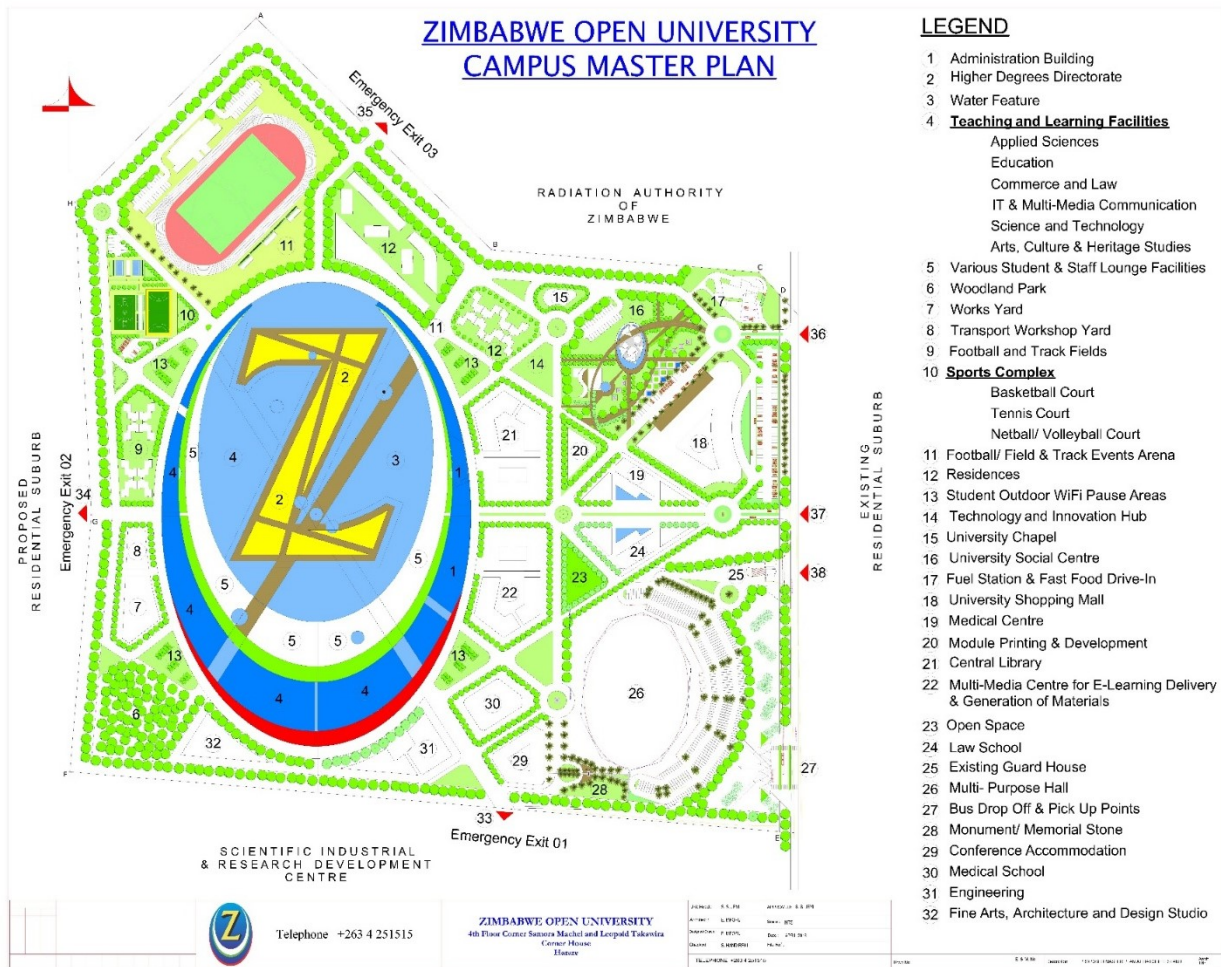
2020 Graduates by Faculty and by Gender

FACULTY		FEMALE	MALE	TOTAL	%
1.	Agriculture	33	32	65	2.5%
2.	Applied Social Sciences	337	239	576	23%
3.	Arts, Culture and Heritage Studies	98	82	180	7.2%
4.	Commerce and Law	222	256	478	19%
5.	Education	549	449	998	40%
6.	Science	74	66	140	5.5%
7.	Technology	21	7	28	1%
8.	Higher Degrees	4	5	9	0.3%
9.	Affiliate Colleges	11	28	39	1.5%
2020 TOTALS		1178	1335	2513	100%

Administrative Departments/Units

- Quality Assurance
- Marketing, Information & Public Relations
- Internal Audit
- Planning
- Procurement
- Legal & International Affairs
- Materials Development Unit
- Directorate of Research Innovation & Technological Transfer
- Human Resources
- Academic Registry
- Infrastructure & Estates Management
- Security
- Records Management
- Bursary
- Library
- Information Communication Technology





2020 Graduation in Pictures





The National Centre

Located at the corner of Samora Machel Avenue and Leopold Takawira Street on Stand Number 16963 in Harare’s Central Business District, Corner House is home to the Zimbabwe Open University’s National Centre that serves as the Head Office of the University. The Zimbabwe Open University with the assistance of the Government of Zimbabwe purchased the building. Sitting on 2,392 square metres stand the gigantic 8-storey Corner House has a total floor area of 8,539.88m² which is adequate to house all the National Centre staff under one roof for the convenience of stakeholders. The building is also strategically located for ease of access from various corners of the country. The University has plans to relocate all the National Centre Units that are still in rented buildings to Corner House by the end of 2021 first quarter.





Online Teaching and Learning Strides by the University

Despite the COVID-19 threats, Teaching and Learning continued throughout the lockdown period. The University developed an Online Teaching and Learning Course in order to improve online teaching and learning skills of staff and students respectively. The course was posted on the University's myVista platform and was accessible to all teaching staff and students. Online learning services were provided to students via a Remote Access Software. All assignments for the first semester have been marked and feedback given to students, thus, improving student's satisfaction. The Quality Assurance Unit was deployed across all Regions and at National Centre to monitor the administration of end of 1st semester 2020 Examinations. Necessary precautions were observed during the writing of examinations, resulting in most of the students successfully managing to sit for all their papers. The University granted automatic deferment of studies to students who failed to write their examinations owing to COVID-19 related challenges.

New Programmes Accreditation

The University applied to the Zimbabwe Council for Higher Education (ZIMCHE) for the accreditation of the Master of Commerce in Marketing Strategy degree, Bachelor of Commerce Honours in Local Government and Administration and the Bachelor of Commerce Honours in Public Administration.

Minimum Bodies of Knowledge and Skills

The University revised programme regulations in accordance with the Minimum Bodies of Knowledge and Skills (MBK/S) issued by the ZIMCHE and submitted a file of all revised programmes in preparation by the Teaching and Learning Committee. ZIMCHE is working with the Director, Quality Assurance to fine-tune the MBK/S on a national scale. Meanwhile, ZIMCHE has reverted to the current nomenclature for the MBK/S for Counselling which had been changed to Counselling Psychology. ZOU and Africa University are in the process of producing common MBK/S for Peace, Leadership and Conflict Resolution.

2020 Graduation

Two thousand, five hundred and twelve (2 513) graduates were capped by His Excellency, the Chancellor, Cde Emmerson Mnangagwa. To date, the Zimbabwe Open University has graduated more than 37 000 graduates. The University plans to host a cocktail party for its Alumni over the years. It is critical to know where the graduates are at and how they are contributing to the development of Zimbabwe, the world and ZOU, in particular.

Chancellor's Prize

Our Chancellor, His Excellency, President E.D. Mnangagwa committed a US\$2000.00 prize towards the overall best two females and two male performing students. The award is a far-reaching development and marks a first in our history as ZOU and as a country. Our top students who were awarded this prize were: Goto Gilbert, Faculty of Agriculture; Sveera Tawanda, Faculty of Commerce and Law; Debwe Bridgette Mercy, Faculty of Commerce and Law; Darare Petronella, Faculty of Science.





The Chancellor poses for a photo with the best 4 students who were beneficiaries of the US\$2 000us award.

Virtual Graduation Across Regional Campuses

The 2020 graduation was a unique and unprecedented experience in view of the COVID-19 pandemic. The regional campuses made arrangements to livestream the graduation to enable graduands to follow the proceedings virtually. Below are samples of the regional campus virtual graduation.



1. Mat South
2. Bulawayo
3. Harare
4. Manicaland



ZOU 1st Semester Examinations in Pictures in Compliance with COVID-19 Regulations!



Top: Examination and health notices.
 Students undergoing temperature screening, foot disinfection and hand washing at entrances.
Middle: Cars being disinfected at entrances.
Bottom: Students writing examinations while maintaining the social distance.





Research, Innovation and Industrialisation

ZOU Solarisation Project

The University embarked on a solarisation project for its regional campuses. The Regional Campus solarisation project speaks volumes of how the University is going green as it spreads its wings in its quest to ensure uninterrupted and sustainable provision of energy at the Regional Campuses in support of E-Learning in the face of occasional outages of electrical power supplied by the Zimbabwe Electricity Supply Authority (ZESA). The project is being done in phases. In 2020, the University installed solar at Mashonaland West and Masvingo Regional Campuses with a capacity of 10KVA and 15 KVA respectively.



The Chancellor and His Excellency, Cde E. D. Mnagwagwa assisted by Higher Education, Innovation, Science and Technology Development Minister Professor Amon Murwira (right) and ZOU Vice Chancellor Professor Paul Henry Gundani (left) commissions the Zimbabwe Open University solar project, after the institution's graduation ceremony at the Harare International Conference Centre on 13 November 2020.

Insert. The plaque mounted at Mashonaland West Regional Campus soon after graduation.



"The provision of constant and undisrupted electrical energy is the sine qua non of effective E-learning, research as well as innovation. It is our firm belief that the solarization of the ten ZOU physical regional campuses will be a worthy initiative towards making Zimbabwe a middle-income economy by 2030. Soon after graduation, I will have the privilege and honour to request you to commission the first phase of the programme virtually, consistent with our ODeL ethos". (VC Graduation speech, 2020)





Roof top Solar panels at Mashonaland West Regional Campus



Solar panels being mounted at Masvingo Regional Campus

Innovation

The Faculty of Technology student Mandipaza Joel Tonderai, demonstrates his technological innovation which he calls smart irrigation.



Left: Mandipadza Joel Tonderai with his smart irrigation technological innovation

Research Funding

- ✚ Three (3) proposals were developed and submitted for funding to We-Effect and the Ministry of Higher and Tertiary Education, Science and Technology Development.
- ✚ I am also happy to report that a sub-grant contract for a Tobacco project was signed between ZOU and McGill University on the 8th of June 2020, thereby, enhancing the University's brand and international visibility.





Rebranded ZOU Directorate of Research, Innovation and Technology Transfer

- ✚ The structure and terms of reference for the Directorate of Research, Innovation and Technology Transfer (RITT) were approved by the 43rd Senate of 13 August 2020.
- ✚ Research Board guidelines were approved by the 43rd Senate of 13th August 2020.
- ✚ Three multi-disciplinary proposals were submitted for funding (three calls circulated).
- ✚ Revised Research Policy and Consultancy and other Professional Works Policy were approved by the 43rd Senate of 13th August 2020.

Business Development University Farms

The Senga and Kadoma farms are functioning well, with the Senga Farm breeding Boer goats and Kalahari goats for sale.

ZOU Senga Farm



Boer and Red Kalahari goats at Senga Farm

The Midlands Farm runs a fish farming project, goat farming project, bee keeping project, rabbit farming project, maize farming project and also does horticulture activities. The communities benefit from these projects as they learn to produce useful food requirements and also procure necessary breeding stalks as well as products for consumption.





Senga Farm fish ponds



*Maize crop under drip irrigation
at the ZOU Senga Farm*



Rabbit production at Senga Farm



Community Engagement and Strategic Partnerships

ZOU Donates to Sally Mugabe Children’s Hospital

The Zimbabwe Open University donated over 6.2 tonnes of maize meal to the Sally Mugabe Children’s Hospital on 26 November 2020. The ZOU Council Deputy Chairperson, Mr Albert Nduna, handed over the consignment on behalf of His Excellency and Chancellor, Cde E.D. Mnangagwa.



ZOU Council Vice Chairperson, Mr Albert Nduna (left) hands over the maize-meal donation to the Sally Mugabe Children’s Hospital Chief Executive Officer, Dr. Pasi while the Acting Director, Operations, Mr Yakobe and ZOU Vice Chancellor, Professor Paul Henry Gundani (far right) look on, in the Sally Mugabe Children’s Paediatric Boardroom on 26 November 2020.

The donation follows ZOU’s presentation of maize-meal to the Chancellor of ZOU, Cde. E. D. Mnangagwa, as part of the goods and services emanating from its innovative agricultural activities. The President nominated Sally Mugabe Children’s Hospital as the beneficiary of the 6.2 tonnes of maize meal.

Speaking at the donation ceremony, the ZOU Vice Chancellor, Professor Paul Henry Gundani, emphasised that the befitting handover goes down in history as having illuminated inter-institutional collaboration between ZOU and the Sally Mugabe Children’s Hospital. In addition, the donation augurs well with the Education 5.0 philosophy of Community



Engagement and Outreach, thus, enabling ZOU to participate in the transformation of children’s lives in one way or the other. Professor Gundani thanked the Chancellor for leading the way through directing them to Sally Mugabe Children’s Hospital, a befitting children’s sanctuary.

The Sally Mugabe Children’s Hospital Acting Chief Executive Officer Dr. Pasi, acknowledged His Excellency and Chancellor of ZOU for the kind gesture to the Children’s Hospital. Dr. Pasi said that the gesture would go a long way in sustaining the well-being of the children. The hospital is famous for the outstanding record operation that led to the separation of Siamese Twins.

Donation Ceremony in Pictures



Group Photo of ZOU Staff and Harare Hospital staff holding part of the donation at the Sally Mugabe Children's Hospital on 26 November 2020



Donation consignment of the 6.2 tonnes of Maize Meal



ARIPO and ZOU Sign MoU

The Zimbabwe Open University signed a Memorandum of Understanding (MoU) with the African Regional Intellectual Property Organisation (ARIPO) on 13 March 2020. The ceremony took place in the institution's 2nd Floor Boardroom at Corner House. The MoU seeks to build human capital in Intellectual Property (IP) through the joint offering of a master's degree programme and short courses in IP.



ZOU Vice Chancellor, Professor Paul Henry Gundani (left) and ARIPO Director General, Mr. Fernando dos Santos sign the MoU in the ZOU Boardroom at Corner House on 13 March 2020.



ZOU Vice Chancellor, Professor Paul Henry Gundani (left) exchanges the MoU with ARIPO Director General, Dr Fernando dos Santos.



Living Waters Theological Seminary, ZOU sign MoA

The 2nd of July 2020 marked the signing of a Memorandum of Agreement (MoA) between Living Waters Theological Seminary (LWTS) and Zimbabwe Open University (ZOU). The signing ceremony took place at the ZOU Century Towers, 11th Floor Boardroom. The MoA will allow the LWTS to offer the ZOU accredited Bachelor of Arts (Honours) in Religious Studies and Theology and the Bachelor of Arts in Ethics and Organisational Leadership programmes.



The ZOU Vice Chancellor, Professor Paul Henry Gundani (left) and LWTS Principal, Dr Clever Gomba, exchange the MoA using the elbow handshake as COVID 19 combative measure.

The Signing Ceremony in Pictures



ZOU Vice Chancellor, Professor Gundani (left) and LWTS Principal Dr. Gomba, sign the MoA in the ZOU Boardroom at Century Towers on 2 July 2020





From left: Ms Primrose Nyajono, Mr. Innocent Mapete, Dr. Clever Gomba, Professor Paul Gundani, Dr. Constantine Murefu and Rev Ireen Chatora



Group photo of ZOU and LWTS staff who witnessed the signing ceremony

Book Donation

Over 3000 volumes of books were weeded from the ZOU library collection. These were donated to 22 libraries in collaboration with the Zimbabwe Library Association. Some of the beneficiaries included:

- 15 City of Harare Libraries
- Harare City Library
- Skills Zimbabwe Libraries





- Zim Library
- Kuwadzana 5 Primary Library
- Surveyor General Library
- Danhiko College Library
- Harare Central Prisons
- Blue Grass Primary School, Sanyati



City of Harare Libraries' Staff with their book donation

COVID-19 Engagements & Inclusive Education

- ✚ One of the University's Professors, Professor Lincoln Hlatywayo, was invited by ZIMCHE to assist in evaluating a proposed new programme in Inclusive Education at the Catholic-run Arrupe University.
- ✚ The Faculty of Applied Social Sciences through the Department of Counselling came up with a concept paper on how it can augment the Ministry's efforts in assisting victims of COVID-19 by entering into a partnership with the City of Harare in which Sign Language and other Inclusive Education activities will be taught to employees of the City Council.
- ✚ The University is proffering social and psychotherapy to sick people in Mutare. In this regard, Mr. Offart Kanjanda set up the Dangamvura Zivakwawakabva Organisation to give Psycho-Social Support to Orphans. The organisation is registered with the Social Welfare Department.
- ✚ The University's Department of Nursing was engaged by the Nursing Directorate of the Ministry of Health and Child Care (MoHCC) to scrutinise and to submit comments on the second version of the Infection Prevention and Control (IPC) in the community



and household which was developed by the IPC Pillar under the Government of Zimbabwe’s COVID -19 Preparedness and Response Plan.

ZOU HR Society – Future Thinking Now

The ZOU HR Society held a seminar at Century Towers, ZOU Boardroom in Harare on the 28th of February 2020 running under the theme, “**Entrepreneurship, wealth creation for the youth**”.



Mr Blessing Mukanwa delivers his presentation on Entrepreneurship at Century Towers.

ZOU students and Alumni who attended the workshop were inspired as the event gave them an opportunity to network and share ideas with academics and expert HR thought leaders.

ZOU HR Society in Pictures

Part of the participants at the ZOU HR Society





Library Information Systems

E-resources

The library’s collection development efforts saw the University providing access to electronic resources from key subscribed databases such as Proquest eBooks, Taylor and Francis and Emerald Insight. Access was also provided to Open Education Resources from reputable sources such as the Directory of Open Access Journals, OERu, and the Research4Life databases (Science Direct). This was made possible by the provision of access to literature from remote locations via the use of a single sign-in solution RemoteXs.

In a bid to facilitate equitable access to appropriate information resources that support the teaching, and learning of ZOU staff and students, the library also came up with an e-journals portal that will host all online journals published by the University and its faculties. The portal will be made available on the public domain in 2021. It is envisioned that this portal will enhance the ZOU brand, as the world over will have access to research output from the University.

Institutional Repository

During the period under review, the library saw many academics submitting their publications into the Institutional Repository (ZOU IR). Just like the ZOU E-journal portal, ZOU IR will be in the public domain in 2021. This will help improve ZOU brand visibility through Web-based access.

The Library also had the Online Information Literacy Skills course being approved by Senate. This course enables students to find relevant online information quickly, make judgments about the validity of information sources, and also being up-to-date with developments in their fields of study. The course is mandatory and it is administered to all first-year students.

Policy

In the last quarter of the year, the library embarked on crafting of two new policies and the revision of one existing policy; the Collection Development policy, the Institutional Repository policy and the revision of the Circulation Policy respectively. These documents will be approved for use in 2021.

Book Donation Received

The University received a book donation from Pero Foundation, South Africa and Zimbabwe Agricultural Society (ZAS).

Books donations received

Donor	Quantity
Pero Foundation, South Africa	2 063 volumes
Zimbabwe Agricultural Society (ZAS)	16 volumes





ZIMBABWE OPEN UNIVERSITY

"Empowerment Through Open Learning" ®

FACULTIES





Faculty of Agriculture



DEAN
Professor Edmore Masama
 PhD in Agriculture (UZ)

Introduction

This report highlights the main activities that were carried out by the Faculty of Agriculture during the period of review. The advent of the COVID-19 pandemic was a major disruption to the functions of the faculty.

Key Achievements

Online Teaching and Learning

New Programmes

Two new programmes were submitted to ZIMCHE. By end of year we were waiting for accreditation.

2020 Graduation

The Faculty produced 65 graduates in BSc Agricultural Management.

Operationalisation of MyVista

The Faculty used the MyVista platform to upload teaching and learning materials, for e-marking of assignments and for general course management. However, there is still need for further training on the use of the various features on MyVista to enhance student learning.

Community Engagements

The Faculty has ongoing research programmes in Mashonaland West Province in Chitomborwizi dairy and Sanyati beef breeding community projects and indigenous mushroom projects in Goromonzi and Bindura. Communities get training when the faculty members are conducting their research in the areas.

Research and Innovation

Faculty members attended workshops and conferences on various themes.

Marketing

The Faculty participated in marketing activities to promote the uptake of its programmes.

Conclusion

In spite of the challenges, the Faculty managed to achieve its set goals and objectives.





Faculty of Applied Social Sciences

Executive Summary



DEAN

Professor Thomas M. Kaputa

PhD in Special Education (ZOU)

and quality of high impact research, community service, innovation and industrialisation. The Faculty recognises that central to the University achieving its ambitions is the capability and capacity of its workforce. The Faculty, therefore, is committed to developing staff, building capacity and giving individuals the necessary support to deliver the University's strategic priorities. The COVID-19 pandemic curtailed the face-to-face tutorials resulting in the Faculty embarking on innovative online teaching, supervision, submission and marking of projects, dissertations and practicums. The Faculty had a staff complement of 44 full-time lecturers, including the Dean, at the National Centre and the Regional Campuses. Only the Harare Regional Campus had a full representation of all the Departments. Despite this, teaching and learning activities resulted in the graduation of 581 graduates.

The Faculty of Applied Social Sciences at Zimbabwe Open University is committed to high-quality undergraduate and graduate instruction across the social sciences. Our interdisciplinary range of programmes comprises psychology, disability studies, counselling, peace, leadership and conflict resolution, information sciences, records management and development studies. We pride ourselves in providing students with the opportunity to engage in hands-on educational experiences and apply academic concepts, strategies, and techniques to contemporary, real-world issues. Guided by the University's 2020-2023 Strategic Plan, we have centred our efforts on innovative technology-enabled teaching and learning, through Heritage-Based Education 5.0, expanding the volume and quality of high impact research, community service, innovation and industrialisation. The Faculty recognises that central to the University achieving its ambitions is the capability and capacity of its workforce. The Faculty, therefore, is committed to developing staff, building capacity and giving individuals the necessary support to deliver the University's strategic priorities. The COVID-19 pandemic curtailed the face-to-face tutorials resulting in the Faculty embarking on innovative online teaching, supervision, submission and marking of projects, dissertations and practicums. The Faculty had a staff complement of 44 full-time lecturers, including the Dean, at the National Centre and the Regional Campuses. Only the Harare Regional Campus had a full representation of all the Departments. Despite this, teaching and learning activities resulted in the graduation of 581 graduates.

Departments and their Programmes

The Faculty of Applied Social Sciences consists of the following six departments and their programmes. Counselling offers the Master of Science in Counselling (MSCC) and a Bachelor of Science Honours in Counselling (BSCC). Development Studies offers the following programmes: Master of Social Science in Development Studies; Post Graduate Diploma in Development Studies and the Bachelor of Social Science in Development Studies. The Department of Disability Studies and Special Needs Education offers the Bachelor of Science Honours in Special Education, Master of Science in Special Education, Bachelor of Education in Inclusive Education (2 years), the Bachelor of Education in Inclusive Education (4 years), the Master of Education in Inclusive and Special Education and the Diploma in Disability Studies. The Department of Information Science offers the Bachelor of Science Honours in Records and Archives Management and the Bachelor of Science Honours in Library and Information Science. The Department of Peace, Leadership and Conflict Resolution Studies offers the Master of Science in Peace, Leadership and Conflict Resolution (MSPL) and the Master of Science in Peace, Leadership and Governance (MPLG). The Department of





Psychology offers Bachelor of Science Honours in Psychology and the Bachelor of Science Special Honours in Psychology. All the programmes are accredited and ZIMCHE MBKs compliant guided by Heritage-based Education 5.0 tenets.

2020 Graduation Statistics

The Faculty produced the following graduates from its six departments:

- Diplomas 16;
- Bachelors graduates 422;
- Masters graduates 139;
- PhD 4.
- Total 581

Research Papers Output

Members published papers as follows:

- Five research papers published
- Four research papers accepted for publication
- Four book chapters accepted by IGI Global Publishers

Community Engagement

Members initiated the following engagements:

Department of Information Science

- ✚ A Records Management Procedure Manual developed for the Ministry of Industry and Commerce.

Department of Peace Leadership and Conflict Resolution

- ✚ National Peace and Reconciliation Commission (NPRC) Harare Peace Committee membership

Department of Counselling

Members participated in the following:

- ✚ E-counselling by AHPCZ registered members for Covid-19 patients, quarantined persons and their families.
- ✚ Continued psychosocial support for Cyclone Idai victims.
- ✚ ECOZI/ Ministry of Education: training peer counselling in schools.
- ✚ Board Induction Pamuhacha HIV and AIDS Prevention Project
- ✚ Provision of School guidance and counselling to Secondary Schools Examinable Classes.



Department of Development Studies

- Assisted Chesa Dairy Network to get a Development Window 3 matching Grant worth EU12, 300.00 from WE-EFFECT grant.
- Held an inception meeting with ZEC Director Voter Education on Voter Education collaboration. A proposal was sent to ZEC on the collaboration and the department is awaiting ZEC's response.

Consultancy

The Department of Information Science and Department of Disability Studies and Special Needs Education's Institutional consultancy was disrupted by the COVID-19 lockdown.

Individual consultancies done:

Department of Disability Studies and Special Needs Education:

Six consultancies were achieved i.e. UNESCO – Three; UNDP- (Two) 2; Leonard Cheshire Disability TrustV

Department of Counselling:

- Gaborone University College to set up a college in Zimbabwe

Department of Development Studies

- Produced a training toolkit for Faith Based Disaster Management (Global Health Fund)
- Conducted capacity building training on incubation Hubs JAZ

Conclusion

Despite the disruptions caused by the COVID-19 pandemic, the Faculty was able to finish the year on a high note as it graduated 581 graduates including four doctorates. In 2021, the Faculty plans to perfect its on-line teaching and learning tutorials to provide an innovative service. We will emphasise the heritage-based philosophy in all our programmes and research to produce services suitable for our stakeholders.



Faculty of Arts, Culture and Heritage Studies



DEAN

Professor Anna Chitando

Dlit et Phil in English (UNISA)

Vision

Providing academic excellence in the scholarly study of arts, culture and heritage for sustainable development

Mission

Developing well-grounded graduates who can transform knowledge into goods and services for socio-economic transformation

Core Values

- Innovation
- Open-mindedness
- *Unhu/Ubuntu*
- Accountability

About the Faculty

The Faculty of Arts, Culture and Heritage Studies consists of four Departments: Media and Journalism Studies, Languages and Literature, Religious Studies and Philosophy, and Culture and Heritage Studies

The following programmes are currently on offer:

- The Bachelor of Arts Honours in English and Communication
- Bachelor of Arts Special Honours in Literature in English
- Bachelor of Arts Honours in Media Studies
- Bachelor of Arts Special Honours in Communication and Media Studies
- Bachelor of Arts Honours in Religious Studies and Theology
- Bachelor of Arts Honours in Ethics and Organisational Leadership

Curriculum Review

The Faculty participated in the Zimbabwe Council for Higher Education (ZIMCHE) Harmonisation of programmes exercise meant for all universities in Zimbabwe. As a result, the year 2020 saw the final alignment and harmonisation of all the Faculty programmes with ZIMCHE's Minimum Bodies of Knowledge. The Faculty, thus, re-focused its efforts on developing a curriculum that addressed the five pillars of Education 5.0. The programmes in the Faculty were re-designed to sensitise students and researchers alike on the need to package knowledge, research and innovation into goods and services. Courses such as Principles of Ethics, Work-related Learning, Information and Communication Technology, Entrepreneurship and African Cultures and Heritage were mainstreamed.



Apart from the mainstreamed courses, the Department of Languages and Literature has incorporated such courses as Writing, Editing and Publishing. Through these courses, the Department offers its graduates latitude to go beyond simply writing as in academic and journalistic contexts, but unlock their creative writing genius as well as editing skills. Such skills automatically make them self-reliant entrepreneurs and potential employers.

Through its inaugural programme (Bachelor of Arts Honours in Culture and Heritage Studies), the Department of Culture and Heritage Studies has designed the programme to provide a sound academic grounding for students interested in issues relating to culture, national heritage and identity, as well as their spaces in the global world. The thrust is to champion heritage-based education to prospective graduates, equipping them to start projects from available heritage resources, and ultimately provide goods and services to the nation and beyond.

Programmes in the Department of Media and Journalism Studies have been designed to heed government's call to develop media personnel who are in control of their destiny through production and dissemination of media texts aimed at benefiting the country at large. Programmes in the Department equip graduates with entrepreneurial skills in Photojournalism, Film Studies and Script Writing; adequate expertise for them to kick start their personal business enterprises. The Department is set to launch on-campus radio stations nationally. These are meant to transmit and offer the much-needed hands-on practical broadcasting experience to ensure that graduates are readily equipped when they enter the world of employment. The campus radio shall also promote platforms for discourse on topical development issues.

The Department of Religious Studies and Philosophy currently offers programmes that address pressing socio-religious needs of the Nation. Students who invest in Religious Studies and Ethics programmes stand to benefit from holistic national development. Therefore, graduates of Religion and Ethics have key roles to play in all spheres of life. Ethical integrity in both the civil and public service goes a long way in eliminating the vice of corruption while upholding the virtue of *Ubuntu/Hunhu*. Through such programmes, the Faculty of Arts, Culture and Heritage Studies assists Zimbabwean societies to exploit the wealth of their religious and ethical capital more meaningfully.

Online Teaching and Learning

The year 2020 was largely characterised by COVID-19 induced challenges: lockdown and travel restrictions. Notwithstanding all these debilitating factors, the Faculty successfully utilised the Open Distance Electronic Learning (ODEL) model to achieve deliverables that include:

- Preparation of 2020 Registration packages and uploading them on the MyVista platform for all the programmes offered in the Faculty;
- Generation and uploading of teaching and learning material on the MyVista Platform for the Faculty;
- Conducting online tutorials during the COVID-19 Lockdown;
- Online submission and e-marking of research projects;
- Processing of Semester 1 2020 Examinations;

- Graduation of over 200 students from the Faculty on 13 November 2020 during the Zimbabwe Open University Virtual Graduation Ceremony;
- Compilation of the Master of Arts in English, and the Bachelor of Arts Honours in Culture and Heritage Studies application for accreditation packages; and
- Virtual Faculty and Departmental Board meetings

Continuous Professional Development

- One Faculty member was awarded a DPhil in English from the University of Venda on 18 September 2020.
- One member was awarded a post-doctoral fellowship at the University of Bamberg in Germany.

Four Faculty members were capacitated in the following e-Learning courses (MOOCS) and were awarded the following certificates:

- Certificate in Technology Enabled Learning, Commonwealth of Learning and Athabasca University, 2020.
- Certificate in Blended Learning Practice, Commonwealth of Learning and Athabasca University, 2020.
- Certificate in Copyright and Creative Commons Licensing, Open Educational Resource University (New Zealand), 2020.
- Certificate in Critical media literacies and associated digital skills, Open Educational Resource University (New Zealand), 2020.

The Faculty takes this opportunity to congratulate these colleagues on their achievements.

Capacity Building Workshops

The following workshops were conducted in 2020:

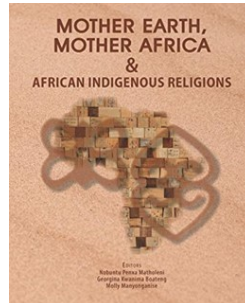
- **Research Project Supervision and Assessment: February 2020**
Faculty members were capacitated online. This saw the effective online assessment of Research Projects in the 1st Semester of 2020.
- **Workshop on Research and Publication: 8 December 2020**
The Faculty productively held a one-day workshop convened by the Faculty's Research Committee. The main objective of the workshop was to capacitate academics from the Faculty in research and publication. The PVC (Research, Innovation and Enterprise Development) made a presentation at the workshop on the provisions of the Zimbabwe Open University Academic Staff Appointment, Grading, Tenure and Promotion: Ordinance No. 6. Three members from the Faculty presented on the following:
 - University's expectations from an academic: Prof. C. Chirimuuta
 - How to identify predatory journals: Mrs A.M. Madongonda
 - Credible academic journals: Prof. E. S. Gudhlanga
 The main objective of the workshop was met. At the end of the workshop, members were encouraged to take research seriously and endeavour to publish with reputable journals and publishers. They were also motivated to publish in the Faculty's journal, *Zimbabwe International Journal of Culture and Heritage Studies*.

Research and Publications

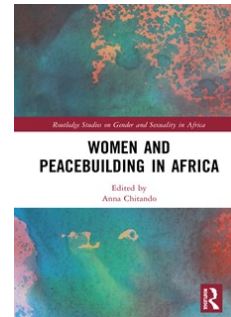
Published research includes:



Makwanya, P. (2020). *A Handbook for Climate Change: and Communication, Education and Awareness in Zimbabwe*. Dream Discovery Publishers, Routledge Gweru. ISBN: 978-1-77925-636-2.



Matoleni N. P., G.K. Boateng and M. Manyonganise (Eds.). (2020). *Mother Earth, Mother Africa and African Indigenous Religions*. Stellenbosch: Africa Sun Media.



Chitando, A. (Ed.) (2020). *Women Peacebuilding In Africa*. New York: York:

Research accepted for publishing for the year 2020 includes the following:

- Sibanda, N. "The old new dispensation" In the anthology, *The Noirledge Anthology of Short Fiction*, acceptance date: 14 December 2020.
- Gudhlanga, E.S.; Chirimuuta, C. & Makaudze, G. (eds.) *Re-thinking Indigenous Knowledge Systems in the Contemporary Global Knowledge Discourse: A Multi-Disciplinary Approach*.
- Mukungurutse S.Y. "Exploring the nhaka concept in Oliver Mutukudzi's music." In E. Chitando, P. Mateveke, M. Nyakudya & B. Chinouriri (eds.) *Singing from the Heart, Multi-disciplinary Perspectives on Oliver Mtukudzi*, New York: Palgrave Macmillan
- Gudhlanga, E. S. & Madongonda, A. M. "Reclaiming their socio-economic space in African culture: Shona women cross border traders of Zimbabwe", *Journal of African Languages and Literature*.
- Gudhlanga, E. S. & Madongonda. A M. "Shona culture and a new world order: Fissures, strategies and mitigation in COVID-19 era." In Makamani, R, Nhemachena, A & Mtapuri, O. (Eds.). *The 4th Industrial Revolution, COVID-19 and the Travails of Africans: Assessing the Present and Anticipating the Future of Beingness*.
- Matanga, S.Y. "Music as an oasis of hope and affirmation for African women: An analysis of selected post-2000 Zimbabwean gospel lyrics." In Chitando, E & Chirongoma, S. (eds.) *Zimbabwe at 40*.
- Madongonda, A. M. & Gudhlanga, E. S. "Dark humour and its implications: A semiotic reading of comic clips on the COVID-19 pandemic on Shona culture". In Makamani, R, Nhemachena, A & Mtapuri, O. (Eds.). *The 4th Industrial Revolution, COVID-19 and the Travails of Africans: Assessing the Present and Anticipating the Future of Beingness*, Africa World Press.



- Gudhlanga, E.S.; Chirimuuta, C. & Makaudze, G. (eds.) *Re-thinking Indigenous Knowledge Systems in the Contemporary Global Knowledge Discourse: A Multi-Disciplinary Approach*. Harare: ZOU
- Gudhlanga, E.S. & Madongonda, A.M. "A return to the source: (Grand)mothering the environment, psycho-social support in Yvonne Vera's *Under the Tongue* (1996)". In E.S. Gudhlanga, J. Muganiwa, M.W. Dube (eds.). *Mother Earth, Mother Africa, Creative Literature and the Global Environmental Crisis*. New York: Vernon Press.
- *The Future of Africa: Indigenous Medicine*. A reference book on Ethnobotany. Chirimuuta, C. & A. Chirimuuta, ZOU Press.
- Madongonda, A.M. & Gudhlanga, E.S. 'Environmental intrusions and land dispossession: A post-colonial eco-critical reading of selected poems in Musaemura Zimunya's *Jikinya*, Kingfisher and other stories.' In E.S. Gudhlanga, J. Muganiwa, M.W. Dube (eds.). *Mother Earth, Mother Africa, Creative Literature and the Global Environmental Crisis*. New York: Vernon Press.

Community Engagement

The following community engagement projects were accomplished:

- Through the Department of Media and Journalism Studies, Matabeleland South Regional Campus, a media production project was conducted. The Regional Programme Co-ordinator (Ms S. Sibanda), through invitation by the National Arts Council of Zimbabwe, facilitated a workshop on video filming and video editing to Matabeleland South Artistes who included musicians, aspiring photographers, upcoming video filmmakers and editors in the Arts Industry. Following the workshop, a successful musical video was shot that served as a good demonstration on one of the practical aspects associated with Media and Journalism Studies.



Coming soon

Ms S. Sibanda is a volunteer at Ilanga Newspaper, a new ZIANA publication, where she is the Arts Correspondent for Matabeleland South.

- The Department of Languages and Literature, through Mr P. Makwanya, Midlands Regional Programme Co-ordinator in the Department, is conducting consultancy on Communication and Climate Change Adaptation, a community non-profit making





project being undertaken in collaboration with the Ministry of Environment and Tourism.

Conclusion

The Faculty continues to look for more opportunities for community engagement. Above all, the Faculty of Arts, Culture and Heritage Studies remains committed to promoting heritage-based Education 5.0, as the Nation journeys towards Vision 2030.



Faculty of Commerce and Law



DEAN

Professor Tavonga Njaya

PhD in Development Economics (ZOU)

Introduction

The Faculty of Commerce and Law is an innovative, values-based faculty with significant impact on industry and commerce and society at large through academic excellence. In 2020, the Faculty continued to play its part to give effect to Zimbabwe Open University's Institutional Intent and Strategic Plan, 2019-23 by sustaining excellence in business education and social impact and degree programme expansion. The Faculty has nine departments and offers nine undergraduate and one masters' degree programmes as well as doctorate degrees in various business-related disciplines.

Faculty Expansion Programme

The 2020 academic year set a milestone with the introduction of the Department of Tourism and Hospitality to bring the number of academic departments in the Faculty to nine. The Department is expected to introduce the Bachelor of Science Honours in Hospitality and Tourism and establish a School of Excellence in Hospitality and Tourism in the resort City of Victoria Falls.

The Faculty in its drive to boost student numbers and competitiveness submitted five new degree programmes to ZIMCHE for accreditation. This brought to ten the number of new degree programmes that have been submitted to ZIMCHE for accreditation.

Teaching and Learning

The preparation and submission of assignments on myVista was timeously done. Although face-to-face tutorials were suspended due to COVID-19, the Faculty successfully conducted online tutorials and uploaded supplementary reading material on myVista. Students' work was meticulously assessed including online supervision of research projects, dissertations and PhD theses. A notable milestone was the introduction of online viva voce for MBA dissertations.

The Faculty produced 472 graduates, comprising 358 undergraduates, 114 MBA and one PhD and thus surpassed the set target by 133 percent.

Research Output

Despite the challenges brought about by COVID-19, efforts were made to encourage academic staff and PhD students to write research papers for publication in high impact international refereed journals. The Faculty's research output included 39 published journal articles, two book chapters and two opinion papers in renowned local newspapers. An Editorial Board for the Faculty Journal, Zimbabwe Journal of Business, Economics and Management was constituted during the last quarter of 2020 and its first publication was expected during the first quarter of 2021. The Journal was expected to be the interface



between the Faculty and industry and commerce and assist increase the University's national, regional and international visibility and reputation.

Community Engagement

The Faculty continued to strengthen its social impact through strategic partnerships and scholarly activities. The Faculty concluded a memorandum of understanding with the African Regional Intellectual Property Organisation (ARIPO) on 13 March 2020. Further social impact and community engagement activities of the Faculty included the following:

- City of Harare Human Capital Development Project
- City of Harare Paralegal Studies Project
- City of Harare Green Tourism Project
- Publication of the City of Harare International Research Journal
- ZOU/SAAA Accountancy Profession Development Project. Open this link: <https://businessmail.co.zw/featured/3340/>



Prof Njaya delivering a goodwill message at 2020 Graduation Ceremony for the Southern Africa Association of Accountants (SAAA).

The Faculty introduced nine additional massive open online courses (MOOCS) bringing the total number to 16. MOOCs are meant to enhance staff development and lifelong learning for public sector, established companies, non-governmental organisations and SMEs. The courses cover various business disciplines and are structured similar to degree courses currently being offered by the Faculty in which students read assigned material, participate in online discussions and forums, watch pre-recorded lectures and attend online tutorials. The duration of the MOOCS ranges from one week to seven weeks and assessment includes online tests and/or written examinations.

Efforts to Promote Innovation and Industrialisation

The Faculty designed and introduced a mandatory University-wide entrepreneurship course. In order to promote entrepreneurship and innovation at ZOU, the Faculty developed a framework for the establishment of Entrepreneurship Chapters at all the ten regional campuses and introduction of the Vice Chancellor's Entrepreneurship Award. These were expected to be launched in 2021.





Conclusion

The Faculty accomplished most of its goals for 2020. As per our strategic thrust, the Faculty created one additional academic department and submitted five new degree programmes to ZIMCHE for accreditation. It is hoped that in 2021 the ten new degree programmes submitted to ZIMCHE will be accredited, which will bring the total number of degree programmes being offered to 20 and, hence, ensure the fulfilment of the Faculty's mission.





Faculty of Education



DEAN

Professor Ignatius I. Dambudzo
 PhD Psychology of Education (UNISA)

Introduction

The Faculty offers twelve (11) Programmes with a total enrolment of 2007. These are: MEd (Educational management=149), BED (Educational Management=192), BEHM Honours (Educational Management=19), BECD (Early Childhood Development=596), BHCD (Early Childhood Development=69), BEd. (Secondary=144), BEHS Honours (Secondary=15), BEDY (Youth Development Studies=1), Postgraduate Diploma in Education=352 and Diploma in Education (Primary=395); BEDEAPPS=3; BECS2; DPhil=71. The number of programmes has grown through rebranding the old ones into Honours programmes.

When MBK/S were introduced in September 2020, there was further rebranding in line with national requirements and streamlining programmes to allow free movement of students and transfer of credits from one institution to another.

Programmes Being Developed

The Faculty is developing the Bachelor of Education Honours Degree (Primary)(BEHP) and Master of Education in Early Childhood Development MECD). Files for these two are being finalised for submission to ZIMCHE for accreditation. Modules are being developed. Accreditation documents for the two programmes were handed over to Quality Assurance for onward transmission to ZIMCHE. A response is awaited.

The following programmes are at Faculty stage of Regulations Development: BED (Adult Education), MED (Adult Education; MED (Distance Education and E-Learning); BED (Educational Foundations)); MED (Educational Foundations), MED (School Improvement), MED (Educational Technology); MED in Teacher Education, MED (Curriculum Studies); Diploma/Certificate in Higher Education), Diploma/Certificate in Online/E-Learning. Introduction of MBK/S will require a re-examination of the proposed programmes in line with the new trends. For example, Adult Education is now under Social Sciences.

Staff

The Faculty has a complement of 31 Academic and 7 non-Academic or support staff. Of these, 10 are Professors (3 Full and 6 Associate), 8 Doctoral graduates and the rest (14) Masters' Degree graduates. It is pleasing to note that Professor Paul Mupa who was with Quality Assurance has transferred to the Faculty of Education on a permanent basis. During the course of the year, Professors L. Nyaruwata and C. Chiome transferred to the Faculty





following the dissolution of the Higher Degrees Unit. Professor M. Khosa who had been seconded to the Teaching and Learning Centre was re-assigned back to the Faculty.

Online Teaching and Learning

E-Learning (Impact of COVID-19): A single tutorial was held successfully in 2020. This was face-to-face. Staff resorted to online tutorials, but the challenge of data bundles militated against successful implementation of the new normal mode of delivery of tutorials. Teaching Practice (TP) was disrupted by COVID-19. Lecturers kept in touch with students through myVista and WhatsApp. Others used google classroom and ZOOM. Some students have commented with pride, on ZOU, in leading the way in electronic teaching and learning. They confessed having decried and confronted the authorities for e-modules, yet now, they can see the benefits. Other students are not satisfied with the level of interaction with tutors.

Assignments were submitted Online via myVista except those from a few students for who were in very remote areas and could not move due to COVID associated restrictions. Learning continued for all our students though connectivity and internet bundles were a great concern since they had not used the internet as much as they had to do this time. However, most persevered and work was done. Lecturers marked assignments online. Like the students, they complained about the cost of internet bundles. This delayed completion of marking as well as uploading of marks on to the myVista platform after marking.

Between July and September 2020, some Faculty members enrolled for online courses by Commonwealth of Learning and Athabasca University on Technology Enabled Learning and Blended Learning Practice. ACDE, TESSA and OU also offered courses on Teacher Education (21st Century teaching and learning and Tertiary Education: taking your teaching Online. Five members completed at least one (TELMOOC). The rest could not complete due to the cost of bundles and power cuts.

STEM/STEAM

Stem programmes and courses are being offered in the Faculty to promote innovation and industrialisation. These include Research Methods, Mathematics, Statistics, Food Technology, Textile and Technology Design. The latter two programmes are offered to Diploma in Education (Primary) students. The wish is to offer these as stand-alone programmes for depth and breadth of coverage. These will provide a scientific basis for teaching and learning and further the goals of Education 5.0. The competence-based curriculum supports the philosophy. Lack of appropriate equipment and workshops or infrastructure militates, however, against offering these courses and programmes to many students.

Community Engagement

The Faculty conducted an ECD Short Course in October 2020. Twenty people attended. Certification was officiated by the PVC (AA). It was indeed a happy occasion for some of the participants who had never been to a university. This will be resuscitated in 2021 if conditions are right to interact and work with schools. An online course may be developed to obviate challenges caused by COVID-19. Some participants have gone on to open their own ECD Centres while others found employment in ECD Centres as Teaching Assistants, providing a



more professional service from an informed position. The Faculty wrote to the Ministry of Primary and Secondary Education seeking permission to collaborate in raising achievement in poorly performing schools in public examinations. Implementation of the New Curriculum and Education 5.0 can be added to the list of activities. Disruptions caused by COVID-19 may have caused the lack of communication.






Research

Currently research activities have been conducted on individual and pair basis since the Faculty has no research vote to support large scale research activities. During the month of September, the VC passed on an advertisement for collaborative research from IDRC and GPE focusing on the following themes: (1) Improving access to education, (2) Improving mentorship in education, (3) Improving access and provision of ECD education to marginalised communities and (4) Making maximum use of assessment outcomes for teaching and learning. The Faculty participated through different groups and partnerships and submitted research proposals: (1) Kenya, Rwanda and Zimbabwe, (2) Zimbabwe, Zambia and Malawi, (3) University of Zimbabwe, Zimbabwe Open University and a University in Malawi. The groups managed to submit the proposals within the deadline and are now awaiting results of the adjudicators. There was also a University wide team led by Professor Mugabe, PVC (RITID) with most members from the Faculty of Education. If any of the groups succeeds, the collaboration is likely to last for the next three years.

Education 5.0

The policy which adds innovation and industrialisation as goals of Higher Education is now embraced in programme preparation and delivery. The philosophy emphasises the need for transforming knowledge into goods and services thereby making teaching and learning more meaningful than in the past. Teaching of facts for examination purposes is no longer the focus. Staff and students should be familiar with the concept or philosophy to meet the demands of the 21st Century. Promoting awareness of the concepts is ongoing. The module, 'Entrepreneurship in Education' is helping both staff and students to underscore the concept or philosophy.

Achievements

-  Completion of online courses enhances online delivery of teaching and learning.
-  Conducted short courses on ECD for the community and some of the staff who have gone on to open ECD Centres or facilitate, and also enhancing their managing skills. In addition, more than \$10 000 has been raised.
-  More students and staff were comfortable with the use of myVista. This has reduced expenses on paper since students submit their work online.
-  The Faculty graduated live and virtually 981 students on 13 November 2020 in the following programmes: DEPP (139), BECD (255), BEDS (85), BECS (1), PGDE (288), BEDM (114), BEDEAPPS (13), MED (81) and DPhil (5).
-  Development of two programmes BEHP and MECD which are now ready for accreditation. Documents are with Quality Assurance.





The Faculty continues to offer valuable academic support to the ZOU/UNZA Collaboration where there are more than 200 students on the Masters programme. The project has earned the ZOU about two million United States Dollars since its inception. The Faculty co-ordinates the programme on behalf of the University.

Conclusion

From the activities of the year, the Faculty has been able to meet its goals despite the challenges posed by COVID-19. Tutorials were conducted online, examinations for the First Semester were written and results published. Graduation of more than 981 Graduands in all the Education programmes took place. It is however, sad to note that some students on Teaching Programmes could not graduate because their Teaching Practice could not be supervised by the University staff due to COVID-19 lockdown and the closure of schools. This group remains unsupervised due to lack of funds for supervision. Some colleagues participated in online courses for online teaching and learning. It is hoped that more such training will be conducted in future to enable everyone to teach online. New programmes will enable the Faculty to provide more variety for the market. Partnership with UNZA is expected to grow from strength to strength.





Faculty of Science



DEAN

Dr. Kaitano Dzinavatonga
 PhD in Physics (North West, SA)

Introduction

The following are the highlights for the year 2020 for the Faculty of Science. These are the activities done over and above the normal teaching and learning activities in the Faculty. The Faculty has made a strategic decision to introduce natural sciences in its suite of academic programmes to grow the faculty.

Research Seminars

In April 2020, the Faculty of Science started research presentations by academics in the Faculty. These presentations were held online on Microsoft Teams with all ZOU staff members free to join in. The logistics of the presentations were managed by the Faculty Research Committee. Three presentations were given by Dr Dzinavatonga, Dr Katanha and Prof Matarira. These academic talks will continue in 2021 with the aim of extending them to be university wide and making them fixed features of the university calendar.

Service Quality

- Preparations to introduce natural sciences at ZOU are well underway with the Programme regulations for Physics and Biology having been completed by the third quarter of 2020.
- The Masters in Public Health (MPH) Programme was cleared by the MDPCZ on the 21st of December 2020. Now working on the ZIMCHE Compliant regulations. This programme will be run by the Nursing Science department.
- All Departments reviewed their programme regulations to comply with the new MBKS requirements from ZIMCHE for the 2021 intake

Conclusion

The introduction of three new programmes in natural sciences will ensure that ZOU will fully participate in the implementation of Education 5.0. This is going to be complemented by a new research focus area of Import Substitution Innovation (ISI) which the faculty has started working on. The Faculty is therefore on a growth trajectory in both the number of programmes on offer as well as introduction of new research focus areas.





Faculty of Technology



DEAN

Dr. Benny M. Nyambo

PhD in Computer Science (Belgium)

Introduction

The report highlights the major activities of the Faculty of Technology (FT) that took place during the year 2020. The major activities undertaken during the year include but are not limited to innovative technology enabled learning and teaching (graduates produced), Research and Innovation, Publications, Community Service and Industrialisation, Modules development.

Overview

Zimbabwe has a growing Information and Communications industry. The sustained growth of that sector is among other issues reliant on human capital development. Currently this industry is serviced by graduates from conventional universities, technical colleges and polytechnics. The Faculty of Technology exists to empower students with relevant skills to meet industrial challenges and needs through open distance learning pedagogies.

Today, the computing field has grown into a number of distinct bodies of knowledge. These include Information Technology, Information Systems, Computer Science, Computer Engineering, Software Engineering and many other variations.

Information Technology (IT) as a body of knowledge requires specialised training and orientation. Today there is a glaring training gap in the information and communication technologies industry. Most universities are offering Computer Science.

The Zimbabwe Open University, with its experience in rapid programme development and open and distance learning, is a good candidate for filling the training gap in information technology. The Zimbabwe Open University offers four degree programmes namely:

- Bachelor of Science Honours in Information Technology (BSIT)
- Bachelor of Science Honours in Software Engineering (BSSE)
- Bachelor of Science Honours in Network Computing (BSNC)
- Bachelor of Science Honours in Multimedia Technology (BSMT)

Summary of Achievements for The Year 2020

The Faculty's first cohort of graduates for the Faculty of Technology (FT) virtually graduated on the 13th of November 2020 at the Harare International Conference Centre. A total of seventeen (17) students graduated with a Bachelor of Informational Technology (Honours) and eleven (11) for Bachelor of Software Engineering. The four best students received their rewards at Harare International Conference Centre on the 13th of November 2020. In the



Faculty, the student by the name Joel Mandipaza was awarded a prize for undertaking a project on Automated Irrigation System.

Module Developed

The Faculty of Technology (FT) developed two modules entitled BMTH 251: Audio-Technology for Multimedia and BITH252: Video Technology for Multimedia.

Curriculum Review

In the academic year 2020, ZIMCHE instituted comprehensive Minimum Bodies of Knowledge (MBKs) for many programmes in Information and Communication Technology (ICT). The Faculty immediately adopted its programmes to be in line with these MBKs and renamed as follows:

Old programme name	New programme name
Bachelor of Information Technology Honours (BITH)	Bachelor of Science Honours in Information Technology (BSIT)
Bachelor of Software Engineering Honours (BSEH)	Bachelor of Science Honours in Software Engineering (BSSE)
Bachelor of Science Honours in Network Computing (BNCH)	Bachelor of Science Honours in Network Computing (BSNC)
Bachelor of Science Honours in Multimedia Technology (BMTH)	Bachelor of Science Honours in Multimedia Technology (BSMT)

Research and Innovation

In the Faculty of Technology, one student was awarded a prize for undertaking a project on Automated Irrigation Systems and a presentation was done on the graduation day. Mr. P. Muyambo published one journal article entitled: Livestock Brand Identification in Zimbabwe Using Image Processing. *The International Journal of Science and Technology*, 6(7), 111-115. ISSN 2321 – 919X.

The Faculty participated in grant funding applications:

IDRC: Call for proposals in East, West, and Southern Africa: Generating and mobilising innovative knowledge for regional education challenges.

Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development: Research and Development, Commercialisation, and Innovations Fund (RDCIF)

Both are not yet concluded, and we are hopeful to win some. Many lessons were learnt in the process and we hope to use such experience going forward.



The Faculty participated in the Powertel Transformer anti-vandalism system tender. However, the tender was awarded to another company. The Faculty however, learnt a lot of lessons in this process and hope to try other tenders in the year 2021.

Community Service and Engagements

A Faculty of Technology student did a project on Automated Irrigation Systems. The Faculty hopes to help the student in expanding the scope of the research at MPHIL level. This may result in the commercialisation of the concept of smart agriculture.

Industrialisation

The Faculty of Technology managed to secure Industrial attachments for its students and these are performing very well.

Outlook

The Faculty's plans are to launch Masters' degree programmes using a strong ODeL delivery approach. It is also anticipating conducting online examinations in all courses in the Faculty. It will also offer short course training workshops.

The Faculty would like to see the complete application of Computer-based Instructional (CBI) environments fully implemented in our instructional delivery systems. This includes but is not limited to the practical applications of the Big Blue Button instructional protocol.

Conclusion

The Faculty of Technology graduated a total of twenty-eight (28) students in the year 2020. It developed two modules and published 2 journals. The Faculty managed to secure Industrial attachments for its students and these are performing very well. On community service and engagements, a Faculty of Technology student did a project on Automated Irrigation Systems and the Faculty hopes to help the student in expanding the scope of the research at MPhil level. The Faculty's plans are to launch Masters' degree programmes using a strong ODeL delivery approach.





ZIMBABWE OPEN UNIVERSITY

"Empowerment Through Open Learning" ®

REGIONAL CAMPUSES



Masvingo Regional Campus



Professor Chabaya
Regional Director Masvingo
Regional Campus

Located at 68 Hellet Street in the town of Masvingo. The property at 68 Hellet Street comprises 2 contiguous stands number 119 and 120 measuring 1 428m² in extent.



Masvingo Regional Campus’ plans and activities were not spared by the COVID-19 pandemic and the subsequent lockdown measures instituted by government to mitigate against its adverse effects. Failure to deliver or compromise the University’s reputation was not an option in the face of this global pandemic. New ways of thinking and strategies were required to meet challenges of the moment and succeed. Technology was adopted as a tool to admit and register students, deliver programmes (online teaching), provide learner support, advance research and Education 5.0, conference attendance and community engagement. A paradigm shift was born out of the old order of Higher Education practice where personal contact was the norm to teaching at a distance through online teaching



and learning and virtual meetings.

In spite of these COVID-19 induced higher education challenges, achievements were made in 2020 in the areas of student registration, Education 5.0, collaboration between the Regional Campus and other universities and their staff, stakeholder participation in the communities of Masvingo and community engagement.

Highlights of Achievements

In spite of COVID-19 and attendant economic downturn, the Regional Campus managed to register a buoyant Regional Campus cohort in 2020. The table below highlights this trend statistically. Student numbers are attributable to high quality tutoring, strong student support system and unmatched alumni student recruitment efforts in the districts.

Registration Enrolment Statistics

Year	Semester 1		Total		Semester 2		Total
	M	F			M	F	
2017	473	477	950		482	388	870
2018	455	472	927		532	467	1002
2019	530	506	1036		573	542	1115
2020	531	517	1048		432	480	912

Orientation

Before COVID-19 in January 2020, a successful orientation programme was launched. 150 students attended. Both staff and new students rated it as highly motivating. The analysis of the orientation questionnaire indicated that new students rated the following presentations highly:



- Study skills
- Academic writing skills
- Assignment writing skills
- The role of a module
- Role of a study group

Orientation also highlights ZOU Graduate Recognition, Employability and Professional Advancement/Promotionability.

(New students at the 8 February 2020 orientation at Victoria Primary School)





Student Support

The Campus has a vibrant student support system to ensure that students succeed in their studies. Slow and poor students are identified and given support. For example, Bobo Design, a brilliant BSc Mathematics and Statistics student, failed to raise his fees and academics met and resolved to sponsor him. This is one of the measures among many that the Regional Campus takes to address students' dropout rate.



From left: Professor Chadamoyo, Dr. Shoko, Mr Kaseke, Professor Chabaya, Design Bobo (BSc Mathematics and Statistics student scholarship recipient at Masvingo Regional Campus) holding hands with Professor Gundani, Vice Chancellor, Mr Mufutumari, Ms Jeyi

Below is a table showing student numbers given support by case or issue.

2020 STUDENT SUPPORT RENDERED BY CASE

THEME	ISSUES RAISED/ATTENDED TO	FREQUENCY
ACADEMIC ADVISEMENT	• Preadmission	46
	• Assignment writing	31
	• Teaching and learning resources/technologies	32
	• Library	15
	• Exam preparation	10
	• Tests (in-class)	14
	• Study skills development	41
	• Weekend school	13
	• Research supervision	4
PSYCHOSOCIAL	• Orientation	2
	• Counselling	25
	• Learning disabilities	7
	• Wellness	5
	• Stress management	4
	• Illness	8





CAREER ADVISEMENT	• Programme choice	32
	• Industrial attachment	5
	• Creating job opportunities	17
FINANCIAL ISSUES	• Fees payment (tuition)	67
	• Graduation	10
	• Social welfare fund	5
	• SRC scholarship	4
GENERAL ADMINISTRATION	• Applications	44
	• Registration	32
	• Results publication	4
	• Examinations	15
	• Policy matters	3
	• Student recruitment	35
	• Student retention	3
	• Enrolment	33
SPECIFIC QUERIES	• Weekend school	5
	• WIFI	27
	• MyVista	36
	• Deadlines	41
	• Exam timetables	4
	• Fees	33
	• Deferment	11
SRC MANAGEMENT	• Appeals	4
	• Meetings	10
	• Queries	27
	• Day-to-day activities	33
	• Elections	3
	• Welfare	11
	• Deaths	2
• Community engagement	4	

Education 5.0 Project

In 2020, Masvingo Regional Campus made progress towards acquiring land to set up a Sugarcane Innovation Hub in the Lowveld, Chiredzi. On 2 September 2020, the Vice Chancellor hosted the Minister of State for Masvingo Provincial Affairs Honourable Ezra Chadzamira on which the sugarcane project was discussed. Support for land was promised. Below are pictures of the Vice Chancellor Professor P. H. Gundani and Minister Hon. E. Chadzamira at the Regional Campus.





The Regional Director, Masvingo, Professor Chabaya, introduces Vice Chancellor, Professor Gundani and Minister of State for Masvingo Provincial Affairs and Devolution, Cde Ezra Chadzamira to his left to staff and stakeholders at the Regional Campus.

Hosting A Visiting Scholar, Professor R. Zvobgo

Professor P. Gundani, our Vice Chancellor, recommended that we host Great Zimbabwe University Vice Chancellor, Professor R. Zvobgo, for his contact leave. The Region gained a lot in hosting Professor Zvobgo. Academics were keen to learn from Professor Zvobgo on how one could develop into a distinguished scholar. Online teaching under COVID-19 and its impact on curriculum implementation in the Zimbabwe Higher Education Sector were discourses that received attention. Another benefit in this win-win interaction is the development of a MOU with GZU. The Vice Chancellor drove the process. The Regional Campus is grateful to the VC Professor P. Gundani for honouring us to host his colleague Professor R. Zvobgo as a visiting scholar.



ZOU Vice Chancellor Professor P. Gundani and GZU Vice Chancellor Professor R. Zvobgo discuss collaboration between their institutions.
ZOU Masvingo RD Professor Chabaya and Professor Zvobgo plan his contact programme at Masvingo Regional Campus.

Devolution and University Participation

The Ministry of Public Service identified Prof. Musingafi as a key National resource person in the implementation of the Devolution Agenda. He is writing a module on Devolution that covers the meaning of economic devolution and strategies on how it can be implemented in provinces in the country. Professor Musingafi will also be the Training Champion on Devolution with the Public Service Commission (PSC). This talent recognition at Masvingo Regional Campus is humbling and a reputation boost.

Community Training

The Campus attended a United Nations sponsored workshop focusing on empowering marginalised women with the objective of giving them entrepreneurial skills. The Department of Small and Medium Enterprises organised the workshop. The Campus is going to champion the agenda by launching short courses for women in the informal sector. Professor M. Musingafi represented the University at this training workshop.

Regional Alumni Chapter

Successful alumni are a measure of the success of an institution. The Alumni Chapter is made up of distinguished members. Our Alumni include 2 Ministers, 6MPs, 2 Bishops (one of them is of the Catholic Church), mayors, President of the Chamber of Commerce Masvingo Chapter, Hospital Matrons, Directors of NGOs, Indigenous Business people and Police Assistant Commissioners. Key Projects planned for in 2020 include:

- 1) Repainting of the Campus
- 2) Fundraising for poor students
- 3) Participation in student recruitment



2020 Alumni Association Masvingo Regional Campus Chapter



Virtual Conferences

In spite of COVID-19 and its attendant challenges of limiting travel, some members were able to attend research conferences virtually. It gave members the opportunity to share knowledge and network. It made us aware that we can still achieve everything we plan using virtual conferencing.

Examples of these are shown below.

Date	Participant	Host	Topic
October 2020	Prof. Mupa	UN Sponsored Research	Increasing access to quality education for rural and marginalised children.
November 2020	Prof. Chabaya	UCT	Decolonisation of the curriculum in Higher Education. The South African experience.

Conclusion

In 2020, the Regional Campus managed to make some remarkable achievements in spite of the COVID-19 induced challenges. This was mainly due to the support given by senior management particularly the Vice Chancellor Professor P. H. Gundani. Without such support, achievements made would not have been possible. Championing of Education 5.0, collaboration with GZU and the solarisation project became a reality because of the VC's leadership displayed on the ground. These achievements and senior management support give us energy to make similar achievements in 2021.

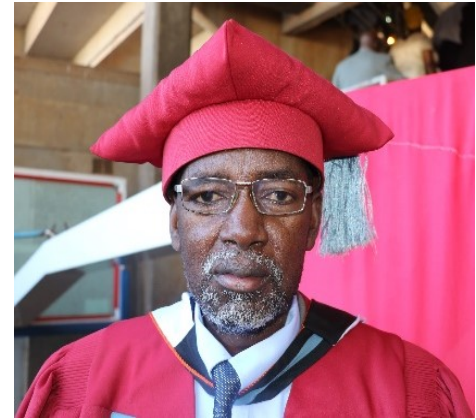


Professor Gundani (in white dustcoat) planting an orange tree at Masvingo Regional Campus. Looking on, in grey suit is Professor Dumbu and Professor Mupa in black suit.



Bulawayo Regional Campus

Bulawayo Regional Campus is located in Bulawayo at Corner 12th Avenue and Fort Street. The Campus is housed in a five story building. Located in the ground floor are the reception, library, computer laboratory, bookshop, and a discussion area for students. Administration and offices of Regional Programme Coordinators are housed in the first, second, and fifth floor. Tutorial rooms, examination rooms, and computer laboratories for computer-related degree programmes occupy third and fourth floors. Owing to the decline in demand of hardcopy books, plans are afoot to convert the bookshop into a laboratory for the production of sanitisers and PPEs as a response to COVID-19.



Professor Onias Mafa
**Regional Director, Bulawayo
Regional Campus**





Mr. S. Moyo (Senior Library Assistant – Bulawayo Regional Campus) discussing with the VC the library's operations. This was during the VC's visit to Bulawayo Regional Campus

Achievements

As a sequel to the introduction of STEM-related degree programmes, we requested for land from the Bulawayo City Council (BCC). BCC offered us 4.59 hectares, which have already been paid for by The University. Pencilled for construction are science laboratories, an innovation hub, multi-purpose hall, an industrial park, lecture rooms, *inter alia*. A section of the land is also earmarked for Agriculture research activities. These structures will enable the Regional Campus to fully operationalise Education 5.0.





Site map showing the 4.59 hectares that ZOU acquired from Bulawayo City Council.

Dr. J. Mpfu (RPC Media Studies), Ms. S. Jeyi (Director Works, Infrastructure and Estates Management) and Professor O. Mafa (RD Bulawayo Regional Campus) discussing the site map at the stand.

Despite COVID-19, the Regional Campus managed to conduct tutorials, augmenting face-to-face with IT mediated tutorials. Semester 1 sessional examinations were also held in line with COVID-19 protocols.

Before the COVID-19 induced lockdown, the Regional Campus conducted Sign Language courses to individuals from different service sectors. The School Head of King George VI Memorial Primary School also invited the Regional Campus to conduct an on-site Sign Language course for all the employees in the school.





Sign Language certification ceremony at King George VI Primary School. From left, Dr. L.B. Hadebe (RPC Teacher Development); Ms. F. Ndlovu (RPC Health Sciences), both of Bulawayo Regional Campus and a Sign Language Graduate (a teacher at King George VI Primary School).

Challenges

The Regional Campus experienced two major challenges that were COVID-19 related. First, it was not possible to go on outreach visits marketing ZOU programmes. This had a negative impact on enrolment figures, as well as financial implications. Second, about 5% of the students deferred their examinations due to travelling restrictions.

The Future

The Regional Campus intends to operate district centres in Nkai and Tsholotsho, if The Director – Matabeleland Regional Campus is agreeable, since these districts are in Matabeleland North. Secondly, the Regional Campus intends to produce sanitisers and PPEs if its proposal sent to NC is approved and is given the initial capital. Finally, the Regional Campus plans to engage in income generating projects on the 4.59 ha, while awaiting construction.



Mashonaland West Regional Campus

This regional campus is situated in Chinhoyi. Mashonaland West is popularly known as the bread basket of Zimbabwe because of its agricultural output. The offices are easily accessible to all our students from our six districts which are Kadoma, Chegutu, Makonde, Kariba, Chinhoyi and Zvimba. The town (Chinhoyi) is 115 km from Harare along the Great North Road, linking Zimbabwe and countries to the north of the Zambezi River which include Zambia, Democratic Republic of Congo, Tanzania and Kenya. Come to ZOU Mashonaland West Regional Centre and be empowered through open and distance learning.



Dr. M. J. Mugabe
Regional Director, Mashonaland West Regional Campus



Rooftop view of the solar system

The Mashonaland West Regional Campus recently relocated to the premises at stands 5425 and 5426 in Chinhoyi's Glass Glow industrial site, following the purchase of the two stands by the University. The contiguous stands that are altogether 3,211m² in extent, were acquired at a cost of US\$112,000.00. Before purchase of the property, the Mashonaland West Regional Campus was wholly operating from rented premises at the Chinhoyi Public Service Training





Centre. The University has since embarked on the refurbishment of the newly acquired property, having already completed one block that currently houses the Regional Campus' administrative staff. The University is currently carrying out the second phase of refurbishment works that include the refurbishment and upgrading of three existing building structures respectively into a students' toilets block with 8 toilet cubicles; an office/storage block, and a Library/ Computer laboratory block. The completion of the second phase refurbishment works would result in the relocation of the Regional Campus' library from the Public Service Training Centre to the ZOU premises. However, the academic staff is still accommodated in rented premises at the Chinhoyi Public Service Training Centre. The University has plans to further construct a two-storey extension block on one of its stands, that would result in the adequate provision of office space for academic and administration staff as well as facilities for teaching and learning.

Furthermore, the University in 2020, also installed a solar system at the Mashonaland West Regional Campus at a total cost of ZW\$1 827 753.80. The solar system has a capacity to service at least 50 (fifty) computers and general lighting with room for upgrading in future depending on energy requirements. The solarisation project is part of the University's plan to ensure uninterrupted and sustainable provision of energy at the Regional Campuses in support of E-learning. The University also completed the electrification of the Regional Campus as part of the refurbishment works, hence, paving the way for other finishing works.

ICT Laboratory and Library

The Regional Campus bought the new site with old buildings which needed some renovations. The office building is 99% complete and has since been occupied by the Administration Staff. Currently the ICT Laboratory and the Library building is still under renovation to suit the university standards. Skimming is now complete and painting both inside and outside is in progress. Tiling is now 90% complete inside the building. Floor and wall tiling are about to be completed in the ablution section of the library and laboratory block.

Students going about their studies in the ICT Lab





District Centres

Mashonaland West Regional Campus has 3 operational District Centres namely Kadoma, Karoi and Kariba. Kadoma District Centre was officially opened on 23 October 2015. Kadoma and Karoi District Centres have wifi facilities accessible to students.



Kadoma District Centre

Kadoma Farm

Mashonaland West Regional Campus has an 18ha farm which is situated in Kadoma. Currently the region is utilising about 15 hectares. It has got an irrigation project with one and half hectares of green maize at tassling and silking stages. 0.1 hectare is under leaf vegetables while almost 5 hectares have been prepared for summer cropping.

Plans are underway to have small livestock like poultry on the other 3 hectares for maximum utilisation of the farm.



Farm equipment at Kadoma Farm – Tractor and disc harrow





Farm equipment at Kadoma Farm – trailer



*Left: The Vice Chancellor, Professor Gundani holding a water melon with Bursar, Dr Shoko and the Farm Administrator, Mr Chabata
Right: an unidentified farm worker looks at the water melon field.*





Midlands Regional Campus



Dr. Glorify Mavundukure
 Regional Campus Director, Midlands
 Regional Campus

The University's clientele in the Midlands Province is served from Stand Number 16 Victory Road in the City of Gweru where the Midlands Regional Campus is located. Originally the Regional Campus was housed at the then University-owned 2 108m² Stand Number 470 at 89, 8th Street, Gweru. However, the University made a strategic move to seize an opportunity that had arisen to swap the property with a relatively bigger property at 16 Victory Road and topping up with a US\$277,600.00 payment. The property at 16 Victory comprises 3 contiguous stands 9074, 9075 and 9076 that are altogether 7719m² in extent. This property was acquired with improvements that included 2 existing building structures, with the third one being at slab level. One of the two existing building structures was refurbished and converted into an

administration block that currently houses the Regional Campus' administration and academic staff members, while the other one was refurbished into a library/computer laboratory. The University has plans to develop additional teaching and learning facilities on the space that is available at the stand thereby making it a one-stop centre for accessing University services by students and other stakeholders.

The Midlands Region stretches from as far as Musume in Mberengwa District to the south to Vumba in Gokwe North District to the north. The region is home to a variety of indigenous groups such as the Tonga, the Shangwe, the Karanga and the Ndebele. This presents a unique opportunity for both students and educators to interact and share experiences. They can tap into these cultures to learn more about the history and heritage of this country. In order to improve access to current and prospective students as well as stakeholders, the Campus established district service centres in Zvishavane, Gokwe South and Gokwe North districts, manned by highly qualified and enthusiastic personnel. The staff complement consists of 44 full-time staff members and one (1) student attachee.



**Insert: Midlands
 Regional Campus
 Side view of the
 campus
 administration
 offices**





Midlands Regional Campus staff pose for a group photo

Introduction

The year 2020 was a very challenging year for all people in all sectors of the national workforce. It was just as challenging to the Midlands Regional Campus. Plans had been made when the country and indeed the world was plunged into the COVID-19 pandemic and then immediately into the national lockdown. Most activities for the year 2020 could not be taken up as a result of the COVID-19 pandemic.

However, although there were challenges, the Midlands Regional Campus managed to carry out some activities as indicated below.

In February 2020, the Regional Campus Marketing team attended a Great Dyke Careers Day in Zvishavane. The function was attended by more than 7 universities, 3 polytechnics, and 2 teachers' colleges. At this function, the higher education institutions were recruiting students. The Guest of Honour at the event was the Minister of Higher and Tertiary Education Prof. A. Murwira who was then represented by Professor Muzvidziwa of Midlands State University. The event assisted the Regional Campus to recruit more than 30 students on that day and many others who established contact with ZOU. Some later joined the university.

The Regional Campus was invited to attend a World Radio Day. Mrs Lumbe and Mr Makwanya attended the World Radio Day in 2020. Their attendance assisted the Regional Campus to get on the air and recruit students through the marketing of ZOU programmes. This enabled a number of students to join ZOU even during the COVID-19 lockdown period. The relations between the radio personnel and our staff has enabled the Region to promote and increase our enrolment.





The Regional Campus managed to do some Teaching Practice Supervision in some schools a few days before the country went into lockdown. The Regional Campus could not complete the teaching practice exercise because of the COVID-19 lockdown and because the regional Campus vehicle broke down and was only repaired in January 2021.

The Regional Campus participated in Climate Change Platforms. Professor Mangizvo, Mr Makwanya and Mrs Lumbe represented the Regional Campus on the 2020 Climate Change Platform in the Midlands. Professor Mangizvo officiated as Guest of Honour at a graduation ceremony at Centre for Development Studies in the Midlands.

The Regional Campus held a successful orientation session for the first semester 2020. The orientation session was held at the ZOU Regional Campus just before the COVID-19 lockdown. Students expressed satisfaction on all presentations and felt that such events were a critical and necessary induction for all ODeL learners.

The Regional Campus was able to conduct very few face-to-face tutorials for students before the country went under the lockdown. After lockdown came into effect, tutorials were held virtually and online. WhatsApp platforms, sms messages and so forth were used to support students' learning. The Regional Campus was able to run 1st semester 2020 examinations. The examinations were written during COVID-19 lockdown. The Regional Campus was given authority to conduct examinations writing after it met all the Health Authorities' COVID-19 protocols.

Donated Books

The Midlands Regional Campus got a donation of 2 063 hard copy books from UNISA and is very grateful for the assistance that was rendered by the Ministry and the ZOU senior management who enabled the Regional Campus to import the books duty free. The Regional Campus is happy to report that the consignment of books arrived and is being used by both students and staff.

Proposal for Honey Project in Gokwe North District

The Zimbabwe Open University, Midlands Campus intends to establish a honey processing plant in Gokwe North. The move was in response to the call by the Ministry of Higher and Tertiary Education to embrace Education 5.0 particularly, the 4 and 5 which is innovation and industrialisation. Much of the ground work has already been done and it includes, meeting with the Gokwe Community Honey Producers, the Gokwe Rural District Council, the DA as well as the CEO.

An application for land to establish an Industrial Park has also been submitted to the Gokwe Rural District Council. The project has not yet started due to financial challenges. It is the hope of the Regional Campus that funds would be available to kick start the project which the Gokwe community is eager to see materialising.





Top: Workers honey bee suit
Bottom: Beehives for the honey project

Conclusion

The year 2020 was a difficult year due to the COVID-19 pandemic. We are thankful that we went through and did not lose any member of staff on our establishment. We, however, lost four students due to the pandemic and other causes but we stand strong and resolute to do our work as and when we are permitted to do so.

Matabeleland South Regional Campus



Mr. A. Nkala
Regional Campus Director,
Mat South Regional Campus

The Zimbabwe Open University's Matabeleland South Regional Campus is located at Stand Number 429 Showgrounds, Gwanda, adjacent to the Gwanda – Bulawayo Road, which enables it to offer convenient and accessible service to students and other stakeholders across the Matabeleland South Province. The 2 148m² stand that had three existing building structures that required extensive refurbishment works, was purchased by the University at a cost of US\$163,435.00. The University refurbished the three building structures. The refurbished blocks are now the Regional Campus' administration block, academic staff office block, and library/computer laboratory block.

Front view of the campus Matabeleland South administration offices





Side view of the staff offices



Library and computer lab

Teaching and Learning

- ✓ Semester one enrolment attained = 448 students
- ✓ Due to COVID-19 lockdown, face-to-face tutorials were discontinued indefinitely.
- ✓ On-line operations kicked in: 100% on-line registration; 100% online submission of assignments and projects; 100% online marking; online tutoring and individual learner-support interactions.
- ✓ Semester examinations conducted (13 – 31 July).
- ✓ Online registration and online tutoring for Semester Two commenced on 5 November 2020.

Research

- ✓ Due to lockdown curtailment of movement and association, all research plans for 2020 were shelved.

Community Services

- ✓ Again, the lockdown heavily impacted on physical contact activities between the institution and the local community.
- ✓ However, the entire staff-team partook of the scheduled monthly Clean-Up Campaigns whenever lockdown regulations were relaxed to allow for such activities.

Innovation

- ✓ Design and production of facemasks: F.F. Chisango (Senior Lecturer) pioneered this joint initiative with colleagues from Bulawayo Campus: sample masks (50) were designed, manufactured, ZOU-branded and samples promptly adopted by ZOU to produce the classic ZOU face mask we use today.
- ✓ Goat-breeding project: Spearheaded by Chisango F.F. (Agriculture), the campus formulated and submitted a project proposal for keeping, breeding and commercial-sale of indigenous goat/Boer crossing, to be located at the 4,6-hectare piece of land allocated for construction of a Regional Campus. The proposal has been favourably received and supported at Chancellery level, seeking as it does to replicate the resounding success story of the Gweru-Senga goat project.

Industrialisation

- ✓ Due to the lockdown impact, no industrial inventions and/or patents, leading to registration and commercialisation were embarked upon during this review period.



Manicaland Regional Campus



Mr Kenneth Saruchera
Regional Campus Director,
Manicaland Regional Campus

Strategically located at Stand Number 992 C Avenue in the City of Mutare, the Manicaland Regional Campus is the University's provincial nerve centre that ensures learners and stakeholders' convenience and ease of access to service from the various corners of Manicaland Province. Sitting on the University-owned 1,61-hectare stand is a single-storey building with a 554m² plinth area that houses the Regional Campus' administrative and academic staff. Soon after securing ownership of the property, the University went on to carry out extensive repairs that were required to facelift the property. However, the Regional Campus' library and computer laboratory facilities are in rented

premises at the National Museums and Monuments Building in Mutare. The University has plans to utilise the vast amount of undeveloped land at its own stand to develop a one-stop Campus with all key teaching and learning facilities under one roof. In this regard, the University intends to construct a double storey extension block on the stand. The new block will comprise a library, computer laboratory, tutorial and examination rooms as well as facilities for industrialisation and innovation in line with education 5.0.





Research, Innovation and Enterprise Development

- Two staff workshops on, “5.0 – The Concept, Implications and Implementation”, were successfully conducted. The purpose was to familiarise staff with basic requirement of 5.0 and come up with implementation strategies.
- The Research Committee crafted a Regional Campus Research Plan which it has started rolling out. In pursuance of this plan, a first virtual Research Workshop was successfully held on 22 September 2020.
- Members of staff have a target of one research publication per semester which they present to other members of staff before sending for publication.
- Personally, I have ten research publications. I have participated in Africa University HIV Community Research Project. I chair the ZNCC Research subcommittee. Currently, I am writing a book entitled; “*School Governance, A Handbook for School Heads*”.
- I have delivered the following papers:
 - (a) “*The Role of Universities in Development*”. This was delivered to Senior Government Officials and key development stakeholders on the 18th of June 2020 at Skyview Conference Centre, Mutare.
 - (b) “*Education 5.0 and Its Implication on Manpower Development in Zimbabwe*”. Delivered to Provincial Heads of Ministries and key development officials at the New Government Complex.
- Plans for a horticulture project to be undertaken on the extended Campus land, one hectare is complete and will be implemented soon after approval.
- Application for land has been lodged with the Ministry of Lands, Agriculture, Water, Climate and Rural Resettlement and the Minister of State for Provincial Affairs Manicaland has promised to allocate the land as soon as suitable land is available.
- I have attended the following workshops:
 - (a) National Development Strategy 1 ‘NDS1’ (2021-2025) 1st level workshop by the Provincial Development Coordinator, ‘Expectations of Provinces as stated in the Devolution Policy.’
 - (b) 2nd level workshop, ‘NDS1 – Programmes for Economic Reforms - roll out’ by the Ministry of Finance and Economic Development, at Rusape on 1 October 2020.
 - (c) ZNCC / SAZ workshop
ZNCC partnered with the Standards Association of Zimbabwe for a training session on standards. The training aimed to provide business with an insight on practical information and tools important to help build a reputation for quality through gaining accreditation with a recognized quality standard.

Community Service

- (a) I have registered a Private Voluntary Organization (PVO47/19) (NGO), (see copy attached) with the Department of Social Welfare of the Ministry of Labour and Social Services. The organisation is named: ‘Southern African Endogenous Development Programme (SAEDP). Its objects are:
 - (i) To unify the stakeholders in practically defining the cultural and spiritual character in the domains of Indigenous Knowledge Systems.
 - (ii) To support Indigenous Knowledge Systems, preserve conservation and facilitate traditional health delivery initiatives.





- (iii) To promote intra and inter cultural dialogue among the communities.
- (iv) To support values that support socio-cultural and economic empowerment of the rural communities.
- (v) To conduct joint participatory rural community based research, experimentation, systematic documentation and validation of endogenous development practices.
- (vi) An MOU proposal will be presented to the ZOU Vice Chancellor in 2021. Specifically, the MOU will be proposing that ZOU be the lead research partner.
- (b) Dr. Mwenje and I are conducting free lectures on Leadership to Army Officers at the Army School of Logistics.
- (c) I am a member of the Provincial National Development Strategy (NDSI) 2021 – 2025, where I chair the subcommittee on, *'Moving the Economy up the Value Chain and Structural Transformation.'*
- (d) I am a member of the ZNCC National Executive Council (NEC).
- (e) I am a member of the Community Radio Project.
- (f) Each ZOU Regional Programme Coordinator has been tasked to identify a Community Project relevant to its programme.



Harare Regional Campus

The Harare Regional Campus is currently housed in wholly rented premises at the Harare Main Post Office where the University occupies 1672m² of floor space. However, plans are under way to construct an administration, teaching and learning block at the 40-hectare site that was allocated by the Government of Zimbabwe to the University in Hatcliffe.



Dr Augustine Tirivangana
 Regional Campus Director
 Harare/Chitungwiza Regional Campus

The Block will provide adequate office space for staff as well as learning and teaching facilities thereby improving service delivery while reducing the recurrent budget on rentals. Meanwhile, the University is working with the Ministry of Public Works in the production of Architectural designs and drawings for the Block, which are in their final stages. The designs, among other things, provide for a 200-seater library, 500-seater research computer laboratory, 20-seater computer software teaching and learning laboratory, 20-seater computer hardware teaching and learning laboratory, 6 x 50-seater tutorial rooms, an industrial park and innovation hub, in line with education 5.0.

Meanwhile, in order to improve service delivery, the University managed to purchase state of the art student furniture consisting of 500 (five hundred) desks and 500 (five hundred) chairs for the Harare Regional Campus. The University expects to procure more furniture once resources are available through a phased approach.



Harare/Chitungwiza Campus
 Computer Laboratory

Restructuring and Rebranding Regional Campus Committees

The Regional Campus held a meeting on the 26th of October 2020 to restructure and brand the Regional Campus Committees. The Regional Director explained to the Regional Programme Coordinators, Quality Assurance Coordinator, Senior Administration Officer, Library Assistant, Student Advisor and Information and Records Clerks the key tenets of Zimbabwe's Vision 2020, the Education 5.0 thrust and the role of the University in facilitating the attainment of that goal. The Regional Director indicated that he would circulate the Education 5.0 document to the Chairpersons to guide the functioning of the committees. All staff members at the Regional Campus were placed in Regional Campus Committees based on expertise, and interest. Nominated members were given the opportunity to confirm acceptance of their appointment into the committees. Committees were tasked to entrepreneurise their activities and adopt the disruptive approach to Regional Campus business. All committees were rebranded in line with the Education 5.0. The following committees were set up:

- Rebranded Academic Processes Committee
- Research and Publications Committee
- New Epidemiologies Committee
- Marketing and Resource Mobilisation Committee
- Harare/Chitungwiza Regional Campus Social Fund Committee
- Library Information Services and ICT Committee
- Quality Assurance, Audit and Risk Committee
- Sports Committee
- Events and Ceremonies Committee

Following the restructuring exercise, the Regional Campus Committees were given the task of planning and aligning their operations with the Education 5.0 thrust.

The Rebranded Academic Processes Committee identified the following processes:

1. Input stage which involves the recruitment of students with the requisite qualifications and part-time tutors.
2. Teaching and learning stage that entails the imparting of knowledge and skills to students by academics. Includes face-to-face tutorials, e-learning through My Vista platform, modules and other learning material, supervision of projects, dissertations, and theses, supervising students on Industrial Attachment and on teaching practice.
3. Assessment stage (setting assignments, examinations and actual marking including practicums and defence of research projects (viva voce).



4. Output stage: This refers to successful candidates who have completed their programmes (graduates).

5. Post graduate stage: This largely refers to evaluation or assessment of our graduates when they join the world of work (in industry, commerce, and public sector or as entrepreneurs). This helps to assess our curricular and to do needs assessment.

A meeting was held on the 28th of October 2020 to review the proposed terms of reference of all the Regional Campus Committees to reflect the new trajectory anchored in the drive towards 100% implementation of online teaching and learning delivery mode and provision of heritage-based Education 5.0 university education.

Quality Assurance and Risk Management

The Regional Campus was tasked to attend to the following quality issues raised by Regional Campus Committees to increase the quality of service and reduce disgruntlement by library patrons:

- a. Placement of a bucket of sanitised water for library users to wash hands
- b. Fumigation of the library reading room and the book room
- c. Fumigation of library books
- d. Installation of sound proofing to minimise noise from the outside environment
- e. Connection of the allocated computers to increase student access to e-resources
- f. Removal of the excess tables and chairs to increase library space

The Regional Campus made sterling efforts to inculcate in the staff a culture of risk management in the execution of Regional Campus activities. Working with the Regional Quality Assurance Co-ordinator, the Regional Campus identified risks that might threaten the viability of the Regional Campus' business and recommended mitigatory measures for action by the Regional Campus leadership and committees the in line with the University's Risk Management Policy in a progress report submitted by the Chairperson of the Committee to the Regional Campus Directorate. The Regional Campus updated its Regional Campus Risk Register at the end of each month during the year 2020.

Library and Information Services

Key activities

1. Processing clearances for outgoing students;
2. Assisting students to access electronic resources; and
3. Spine marking of books.





ICT Services

Key activities

1. Routine maintenance of computers;
2. Assisting registration of students;
3. Attending to ICT problems and enquiries from staff and students; and
4. Servicing students that utilise the Regional Campus computer laboratory.

Teaching Practice Supervision

Key activities

The Regional Campus administered Teaching Practice Supervision during the first quarter of the year 2020. The exercise was halted due to the COVID-19 pandemic and the lockdown measures that were enforced to combat the pandemic. The Regional Campus was tasked with resuming Teaching Practice Supervision to clear the backlog that emanated from adjournment of activities in schools.

Student Advisory Services

Achievements

1. Provision of Registration-related student support through Regional Student Advisors;
2. Fundraising through tuckshop sales;
3. Student leadership development workshop; and
4. Online guidance and counselling.

Student advisors were asked to assisting with:

1. SRC to mobilise resources;
2. Promoting rapport between students and university leadership;
3. Availing compatible learning material for students with special needs; and
4. Marketing of programmes to increase student enrolment.

Administration of Examination Marking

Administered the decentralised marking of examinations.

1. Received and distributed the examination scripts to markers;
2. Collected the marked examination scripts from the markers;
3. Dispatched the marked examination scripts to Academic Registry for onward transmission to the faculties;
4. Processed the claim forms for allowances for the examination markers based at the Regional Campus; and
5. Processed the applications for deferment, postponement of studies.





Conclusion

1. Creation of an enabling environment for the smooth functioning of Regional Campus committees could greatly increase operational efficiency and effectiveness of the Regional Campus.
2. Expeditious development of a multi-purpose hall for the Regional Campus could increase visibility of the Campus, sense of belonging to the students, and increased working space to the staff and students.
3. Improved ambience of the Regional Campus building could increase university business amidst stiff competition for students in the Harare Metropolitan Province among the universities.
4. Availability of stable internet connectivity at the Regional Campus, and Wi-Fi connectivity in all the academic staff offices could greatly strengthen the online learning and teaching thrust of the University in an affordable manner to the staff and students alike as they will use WhatsApp, Facebook, and email for communication.
5. Upward review and expeditious processing and payment of allowances for examination markers and Teaching Practice Supervisors could increase the morale of the markers and supervisors.
6. Availability of motor vehicles dedicated for Teaching Practice Supervision at the Regional Campus could increase the quality and turn-around time for completing Teaching Practice Supervision.



Mashonaland East Regional Campus



Ms Tabeth Zinyama
**Regional Campus Director,
 Mashonaland East
 Regional Campus**

Overview

Mashonaland East Regional Campus is available for service to students and stakeholders at Number 21, 5th Street in Marondera where the administration offices are located. This is a University property measuring 1 586 square metre. The property has one existing single storey main building which currently accommodates the Regional Campus’ administration and some academic staff offices; and one outbuilding that is currently being used as an office/storeroom block. The University refurbished these building structures to suit them to the University’s functional requirements. However, the Regional Campus’ library/computer laboratory and other academic staff offices are in rented premises at the CAIF Building in Marondera. The University intends to secure a larger piece of land in Marondera for the Regional Campus in order to develop more teaching and learning facilities including industrial and innovation facilities in line with Education 5.0.

Mashonaland East Regional Campus serves a total of 9 districts, namely, Mudzi, Murehwa, Mutoko, Uzumba-Maramba-Pfungwe (UMP), Goromonzi, Chikomba, Wedza, Marondera and Seke. The region is one of the 10 campuses of the Zimbabwe Open University (ZOU) that are dotted across the country; and plays several important roles under the ambit of the able leadership of the Regional Director, who is the Unit Head. These roles may be categorised according to the institution’s 5.0 key result areas (KRAs) framework, namely, teaching and learning, research, innovation, community service and industrialisation. These key result areas are complemented by critical administrative roles. Below is the picture of the Regional Campus



Mash East Regional Campus

Teaching and Learning

- Due to the COVID -19 restrictions, most tutorials for the Regional Campus were held virtually with lecturers making use of the myVista platform as well as various social media platforms to interact with the students. All assignments and examinations were smoothly done.
- Examinations were conducted in line with university guidelines and quality assurance benchmarks. The COVID-19 regulations were adhered to which led to the smooth running of examinations and no cases were recorded even though examinations were run at a time when the country was under a strict COVID-19 lockdown. Accordingly, no incidences of non-conformity to examination rules and regulations were recorded. Examinations were marked as allocated to the Regional Programme Coordinators. The marking and moderation were done in adherence to the examinations procedures as well as COVID-19 regulations.
- During the period under review, staff members attended virtual conferences to discuss teaching and learning issues within the Regional Campus and these were necessitated by the COVID-19 lockdown. As a way to upgrade their teachink skills, two academic staff members took the lead in undertaking an 'Introductory to Technology-Enabled Learning Course' for which they attained a 'Certificate of Completion'. This was a Massive Open Online Course (MOOC) that was jointly offered by the Commonwealth of Learning & Athabasca University, Canada.
- As per ZOU tradition, new students were oriented before the commencement of the semester.



Professor Gundani, interacts with Mashonaland East staff members during his interface visit

Research

- Consistent with 5.0 education framework and the university's KRAs, academic research for teaching and publication is a central activity to the Regional Campus' activities. The Regional Campus has 3 Drs and among the two are associate professors. Currently, the Regional Campus has 3 professors who were promoted on condition of outstanding research and other professional accomplishments, and two of them are PhD holders. Altogether, the Regional Campus has PhD holders, and all





the academic members of staff are also PhD candidates. All the non-academic staff members do have degrees, and some have completed their master's degrees.

- Regional academic staff members also participate in research reviews and Boards for international Journals. For example;
- One is an Associate Editor for the International Academic Journal of Education and Literature (IAJEL) and Editorial Board Member for the Social Science, Humanities and Sustainability Research Journal (SSHSRJ), while;
- Another is on the review boards of several international research journals which include the International Journal of Social Sciences and Education (IJSSE), The International Journal of Educational Research (IJER), Sumerianz Journal of Education (SJE), Linguistics and Literature Journal (LLJ), Global International Publication House (GIPH) and the Global Research Journal of Education (GRJE).

Published articles

Bukaliya, R. (2020). Perceptions of stakeholders on the economic role of extra lessons in Zimbabwean High Density Secondary Schools. *Sumerianz Journal of Education, Linguistics and Literature*, 3(6), 120-128.

Bukaliya, R. (2020). The psycho-emotional effects of extra lessons among urban day secondary school learners. *Spring Journal of Arts, Humanities and Social Sciences*, 1(1), 1-12.

Bukaliya, R. (2020). The role of extra lessons on the general administration of urban day high density secondary schools. *Spring Journal of Arts, Humanities and Social Sciences*, 1(1), 13-25.

Jura Florence, & Bukaliya, R. (2020). Assessing the effectiveness of student retention strategies at Zimbabwe Open University. *Spring Journal of Arts, Humanities and Social Sciences*, 1(1), 51-66.

Papers/Books Accepted for publication

- Matanga, S.Y. Forthcoming music as an oasis of hope and affirmation for African women: An analysis of selected post-2000 Zimbabwean gospel lyrics. in Chitando, E & Chirongoma, S. (eds.) Zimbabwe at 40 book.
- Matanga S.Y & Motahane N. Exploring the nhaka concept in Oliver Mutukudzi's Music. In E. Chitando, P. Mateveke, M. Nyakudya & B. Chinouriri (eds.) *Singing from the heart: Multi-disciplinary perspectives on Oliver Mtukudzi*, New York: Palgrave, Macmillan.
- Matanga, S.Y. & Mancuveni, M. Mother earth and the Zimbabwean mother: An analysis of selected Zimbabwean songs. In E.S. Gudhlanga, J. Muganiwa, M.W. Dube (eds.). *Mother Earth, Mother Africa, Creative Literature and the Global Environmental Crisis*. New York: Vernon Press.



Innovation

The Regional Campus hosted the ZOU Diaspora project launch. Staff members, students and members of the community were invited as various courses were launched.

Community Engagement

- Members of the community were invited as they expressed interest in the courses under the ZOU Diaspora project. It is envisaged that this project will see the community empowered through the projects that include Solar Installations, Modern Chicken Run Installations, among other courses. Community Engagement mostly focused on fostering stakeholder satisfaction as well as improving the ZOU brand.
- As part of community service, Regional Campus staff members actively participated in the Clean-up Campaigns as called for by His Excellency, the President of the Republic of Zimbabwe.



Above, members of Mash East staff, including the Regional Director during a Clean Up Campaign.



Industrialisation

The Regional Campus looks forward to establishing an industrial hub using its designated piece of land; where industrial or built-in resources within science laboratories will be housed. For example, a Geographical Information Systems (GIS) laboratory will be established for use by the Geography and Environmental Studies Department. Apparently, science related teaching and learning activities are held within hired venues, particularly at Marondera High School, which is accessible to the Regional Campus.

Conclusion

Through the reported highlights and other unreported activities, the Regional Campus is always determined in pursuing the 5.0 education framework through working closely with its students, Alumni and key stakeholders. At the same time, it continues to promote the university mandate through exercising its key role of providing quality service to students, prospective students and other stakeholders. Thus, the Regional Campus unremittingly continues to contribute to the fulfilment of the institution's Vision of '*being the university of choice in open and distance e-learning*' and its Mission of '*empowering the world through high quality open and distance e-learning enabled by technology*'. In order to keep on bringing new students to the university, the Regional Campus, in addition to face-to-face marketing, also utilises online marketing strategies considering that it is apparently difficult to move around to conduct marketing activities due to COVID-19 restrictions.





Zimbabwe Open University Student's Experience

Poem recited for the Vice Chancellor by Marceline Mwareya, a BSc Agricultural Management student at Mash East Regional Campus

Realise that the four years have started,
Take a deep breath as you walk through the doors,
Hear the feet pounding the floors,
The young and the elderly watching everywhere.

A friendly and welcoming environment,
The smiles of babies on the green loan,
The young are free to bring kids, on the other hand,
The elderly are a source of motivation and strength

Decisions and choices, always in the way,
Affecting your future, day by day,
No one to wake you up to study,
new things to learn, always a delay.

Stressful assignments and pressure to try,
They say, always give 110%, but you just ask why?
Overwhelming and worried, you just want to give up,
Alas a team of professional tutors and professors come to the rescue.

Vice Chancellor's game pressuring you to do your best,
But you feel you will never be as good as the rest,
Do you even know how to throw the ball?
Everything seems to be a test.
Behold a team of loving and caring students come to the rescue.

They say these years will be the best years of our lives,
But others may think it's just another few years of throwing knives,
Zimbabwe Open University brings you priceless education for all to benefit,
In her loving and warm hands, we acquire knowledge.

So hold on to the memories already made,
Because ZOU brings education to your doorstep.



Mashonaland Central Regional Campus



Prof. C. Majoni
 Regional Director
 Mashonaland Central Regional
 Campus

The Mashonaland Central Regional Campus is located at Stand 209A Hay Road, Bindura, for serving the University's students and stakeholders from all corners of Mashonaland Central Province. The property has a one double storey building that is currently being used as an office block for administrative and academic staff members as well as library; one outbuilding is being used as a computer laboratory, and two other outbuildings both of which are being used as office/storerooms. The University carried out refurbishment works on these building structures to upgrade them and to suit them to the University's functional requirements. The University intends to utilise the large amount of undeveloped land that is available on the stand to construct a double storey extension block that will provide additional teaching and learning facilities in line with Education 5.0.



Staffing

The Regional Campus staff establishment comprises 40 members. Of this number, 14 are academic staff and 26 are support staff. 3 members of the academic staff are PhD holders and the rest are at various stages of their PhD studies. There are two students on attachment in the ICT Department.



Side view of the Campus administration offices and the computer lab at the far left

Online Teaching and Learning

- Some programmes held online tutorials
- All assignments marked
- Examination papers marked
- Successfully administered the first semester 2020 examinations

Research and Innovation

Due to COVID-19 lockdown restrictions and challenges, the conduct of research and consultancies was affected, however:

- Three research articles were published while four were accepted for publication.
- One academic staff member attended and presented papers at national conferences.
- 10 book chapters were published.

Marketing

Online marketing done

- Students registered
- Orientation conducted where 80% of students attended
- Recruited a total of 800 students (more than 50% of target)

Community Services

PDC meetings attended

Meeting for Writers Association attended (ZANA)

Conclusion

Generally, achievement of institutional goals was affected by COVID19 restrictions and lockdown regulations Hence face to face tutoring and marketing of ZOU programmes was impacted negatively. However, under these COVID19 restrictions, the region was able to successfully conduct examinations as well carry out Individual research. Efforts need to be made to ensure online learning is offered to students successfully.





Matabeleland North Regional Campus



Mr Shadreki Handireki
Regional Campus Director
Matabeleland North
Regional Campus

The University secured two adjacent properties in 2020 from Hwange Colliery to accommodate the Matabeleland North Regional Campus. The Regional Campus has since relocated to the newly acquired property, leaving the Thomas Coulter Annex at the request of the parent Ministry in order to make way for Hwange Teachers' College. The University is prioritising major repair works that need to be carried out on the premises and is working together with Hwange Colliery on a 'Refurbish, Operate and Return' basis. The University has since completed the first phase which entailed the refurbishment of the administration block.

We thank the parent Ministry for disbursing ZW\$1,000,000.00 PSIP funds to assist the University to carry out major repair and upgrading works that are required on the properties. Following the completion of phase one works and the subsequent relocation of part of the Regional Campus staff, the University is currently

carrying out works on the teaching and learning block which consists of the library, 4 (four) computer laboratories and tutorial rooms and is now at roof level.



Matabeleland North Regional Campus Administration block





The library, computer laboratories and tutorial rooms at roof level.



ADMINISTRATIVE UNITS/DEPARTMENTS





Information and Communication Technology



Mr. Charles Nsingo
A/Technologist

Brief Overview of Department

The Department exists to provide the University with a robust infrastructure and integrated information systems to support the business processes of the University.

Overall functions of the Department are:

- (a) acquiring, developing and maintaining all educational systems and equipment for the University, including—
 - (i) printing equipment;
 - (ii) audio-visual equipment;
 - (iii) computer systems;
 - (iv) telecommunication systems;
 - (v) teleconferencing equipment; and
- (b) coordinating the production, storage and dispatch of all course materials.

Unit Operations

Pursuant to the provisions of Zimbabwe Open University Act (Chapter 25:20(20), and in line with the strategic thrust of the University, the Directorate of Information and Communication Technology is mandated to ensure university-wide access to, and utilisation of information and communication technologies (ICTs) to enhance the position of the Zimbabwe Open University as a world class university. To that end, the ICT unit is expected to provide a robust ICT infrastructure with integrated information systems to support the business processes of the University.

The ICT services provided by the unit include internet and e-mail access, network setup and maintenance, ICT asset procurement and maintenance, student computer laboratories, software development, support and maintenance, VOIP telephony deployment and maintenance, web services, training and multi-media services. The ZOU Printing Press responsible for module production and other university paraphernalia is part of the unit.

The Unit runs the following core systems to support the University: Pastel Evolution for financials, ARIS for Academic Registry, myVista for e-learning and Belina for the payroll. The university also hosts and develops its own website and in-house integration systems. In order to meet this expectation, ICT innovation and service excellence is at the core of the operations.



e-Learning on myVista

The University maintains an e-learning platform derived from Moodle called myVista. This is in line with the objective to improve student/lecturer satisfaction by promoting and supporting blended teaching and learning through the use of myVista. Lecturers have been trained on the development of online tutorial material and online tutorials are available on the portal. More importantly myVista hosts all soft copy modules for all courses on offer for students to access. The platform also allows students to register online, view their account details, download past examination papers and to view examination results online. Staff and students from all over the world continue to utilise myVista to support the teaching and learning activities. It is now a requirement for all students to submit their assignments online for marking. Additionally, Urkund anti-plagiarism software was purchased and embedded on the platform for use by students and staff.

Statistics from Google analytics show that users accessing myVista continue to grow in leaps and bounds. In 2017 the figure stood at 48 038 and currently users accessing the system stands at 180 014. The returning visitor to new visitor ratios are indicated in Figure 1.

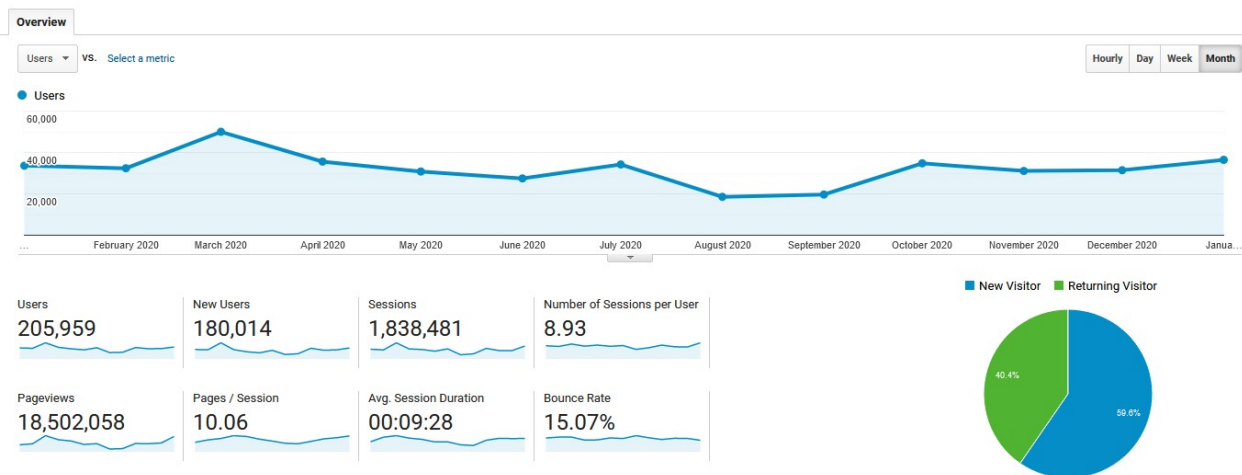


Figure 1: MyVista visitor sessions information

Systems Integration

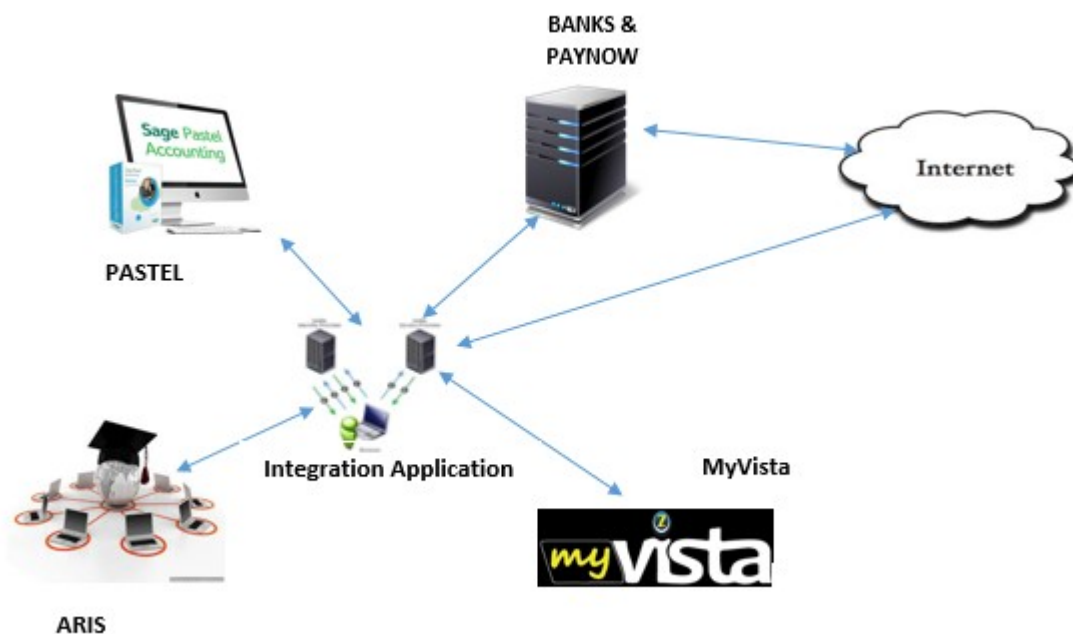
ICT has developed an integration platform that interconnects all the core systems of the University and third-party systems. An online payments gateway system that captures VISA, Mobile Money and ZimSwitch transactions was integrated with the Finance Management System PASTEL Evolution.

The eLearning portal has been upgraded to have real time student account statement, online registration and deregistration, examination results and examination time table under MyZOU Block.



Real-time transaction posting in PASTEL Evolution was developed to replace batch processing. The new implementation allows real-time posting of invoices, de-registrations and seamless bank and mobile money transactions posting. This brought convenience in transactions reflecting on student accounts in real-time. The licenses for Pastel Evolution and the SDK toolkit were synchronised to allow processing of payment on the same due date.

Another system integration achieved was the linking of the ID card printing system to the Belina Payroll. A new server and requisite software were acquired to upgrade the Belina Payroll system. As a result of the upgrade, the HR unit was empowered to print staff ID cards on demand.



Integration Platform

In an effort to improve innovative monitoring and evaluation of teaching and learning, ICT successfully customised the module for online assignment submission and marking. Additional functionality, using Web Service interaction technology was developed to allow real-time update of assignment marks from myVista to ARIS (Academic Registry Information System).

SMS Results and Admission

A new SMS results application platform is another innovation from ICT ready for deployment. The new platform will allow students to access results via SMS. The development also includes a module that allows District Officers to be able to generate a student pin number using the SMS platform. This platform will allow direct creation of a student’s account in ARIS,



PASTEL and myVista and sending the pin to the bank.

ARIS (Academic Registry Information System)

The Academic Registry Information System is yet another ICT in-house software development that is at the centre of students' academic information. This system is at the core of university business by supporting admissions, registration and examination processes.



ARIS

Infrastructure Development

Pursuant to the University policy is to provide computing resources and infrastructure to improve productivity and stakeholder satisfaction. The network activities provide the communications infrastructure, which links users and the computers operated by ZOU. The University maintains a Wide Area Network (WAN): the part of a network which links all the ZOU sites where users or computers are located. Specifically, in 2020 a new WAN was deployed in Matabeleland North (Hwange) at the newly acquired premises.

At all its sites, the University has set up and maintains LANs (Local Area Network): the part of a network which links all the computers within any one site. In 2020 a new LAN was set up in Matabeleland North and in Mashonaland West the LAN was extended new buildings.



The wireless network (WiFi) was upgraded in Harare and Mashonaland West through the acquisition of additional wifi routers. In Mash West an outdoor WiFi router capable of servicing up to 500 concurrent users was installed. In Harare, three indoor wifi routers were purchased and installed.

The ZOU Printing Press

The ZOU Printing Press was successfully relocated from Beatrice Corner to Michael Court in the Harare CBD. This resulted in rent savings and convenience for both staff and prospective clients. The ZOU Press was incapacitated by lack of spares and consumables throughout the year. As a result, they were able to print COVID-19 campaign posters, business cards for staff, 2021 wall calendars, application forms, graduation handbooks and graduation order of proceedings only.

VOIP Telephony

As part of the VOIP telephone project POE (power over ethernet), switches were deployed in Mashonaland West and Cornet House. The purchase of the new switches was in line with the network upgrade as the University prepares to deploy VOIP to all ZOU sites.

ICT Recourses

The University continues to provide and maintain ICT resources for both academic and non-academic staff and its students. The University maintains student laboratories at all its ten campuses for students' research and learning purposes. New laptops were acquired for the new Regional Directors who joined the institution in 2020.

Several softwares were acquired for various units to enable them to deliver services to students. Chief among the acquisitions were ADOBE Creative Cloud Suite and Corel Draw for module development and related graphical works consumed by the University. However, computer hardware for module development and software licences for all graphical designers and desktop publishers remained a challenge. Also outstanding was server for backing up electronic learning materials.

Internet Connectivity

The University has agreements with several Internet Service providers for the provision of internet bandwidth and VPN links. The bulk of the internet bandwidth is provided by TelOne and Zarnet, while PowerTel and Liquid provide supplementary bandwidth. The use of several ISPs ensures that the institution always has connectivity at all times. A total of 407Mbps internet bandwidth is available for all ZOU while all VPNs are at 20Mbps as invoiced monthly.

Further to the above, the University maintains its own pool of IPV4 and IPV6 address blocks so as not to be dependent on ISPs. Payment for the IP address block is made directly to AFRINIC coupled with a subsidy from the AAU. The University maintains its own twin DNS servers to ensure that its IP addresses are broadcast to the entire world for everyone to be able to access ZOU web services.





Conclusion

Despite the onset of the COVID-19 pandemic and the subsequent lockdown, ICT managed to provide usable services to the University's stakeholders. All critical services and systems remained available throughout the period under review. Most importantly, the ZOU e-learning platform was available for students and staff 24/7 throughout the whole year.

The majority of infrastructure projects were not carried out due to financial constraints that were evident in the economy at large.





Records Management Unit



**Manager, Records
Management Unit,**
Mr. N. Vumbunu

Mandate of the Unit

The Records Management Unit's mandate is to ensure that all the University records are created, maintained, preserved, used and systematically disposed of in line with the University's Records Policy in conformity with international records management best practices. The mandate is discharged through two (2) main sections; Records Management and Mail Management. The University's records and information should always be available to inform and guide the University's administration and its quest to fulfil the Education 5.0 thrust.

Records and their Importance

The Zimbabwe Open University's records should be understood in the context of the institution's background and purpose. The records are mainly for administrative, financial, legal, personnel, student and the alumni use. The University records have three (3) primary uses: legal, fiscal and administrative. They also have three (3) secondary uses; evidential, informational and historical. The Records Management Unit, therefore, is focused on controlling the creation and proliferation of records throughout the University, reducing cost of paper, improving efficiency and productivity, minimising litigation risks, safeguarding vital records and most importantly, preserving the Institution's corporate memory. It is on this basis that records become central to the Institution as an organised corporate entity. University records assist management administratively to make quick and informed decisions. Records document transactions and promote accountability in the University. They assist in handling public relations and informing stakeholders of events in the Institution. To this end, the Records Management Unit undertakes periodic Unit-based records management surveys to assist records staff in the University Units on expected records keeping standards. The Unit also undertook records management advocacy exercises where Unit staff are reminded of the University Records Management Policies and Procedures. Under this programme, staff members are trained on how to properly manage the University records. As at 10 December 2020, the Records Management Unit had visited nineteen (19) Units for records management surveys and advocacy exercises.

Records Management Policies and Procedures

In line with international records management best practices, the Zimbabwe Open University records are managed through four (4) Records Policies and five (5) Procedures listed below:

- (i) The ZOU Records Management Policy





- (ii) Digitisation Policy
- (iii) E-Mail Management Policy
- (iv) Records Disaster Management Policy
- (v) Central Registry Procedure
- (vi) Mail Management Procedure
- (vii) Records Classification Procedure
- (viii) Records Centre Procedure and
- (ix) Records Retention and Disposal Procedure

There are also two (2) very critical records management tools that are used to manage records within the Zimbabwe Open University; the Classification and Indexing System and Records Retention and Disposal Schedule. The former is used in managing records creation and filing and the latter is used for systematically disposing of records.

Records Storage and Security

Given the nature of the organisation, it becomes important to realise that paper has become a large overhead expense. University records are created and filed using the ZOU Indexing and Classification System. Filing is an important aspect of records management. Filing, apart from protecting records against damage and loss, also ensures quick and efficient retrieval of records when required. Filing ensures efficient use of office space. Paper records are secured and stored in filing cabinets and the inactive (semi- active) records are secured in acid-free archival boxes, on metal filing shelves and stored in the Records Centre. The Records Centre is meant to decongest the records-creating offices. As at December 2020, the Records Centre was housing over 960 cubic feet of records. The records are housed in the Records Centre for quicker access, security and preservation.





Records Centre High Density Shelving

Electronic Records Management

The Records Management Unit implemented an electronic filing system. Through this filing system, the University records are filed electronically using the same Indexing and Classification System. Even if the electronic records were served on the desktop, if not properly classified and indexed, much time is spent looking for the records. The management of records through the electronic means fits well into the University vision of becoming a full-fledged *ODEL* Institution. This is why the University has the E-Mail Management Policy as well as the Digitisation Policy. Through the Digitisation programme, all Vital University records are digitised for ease of retrieval and sometimes for permanency. This initiative has led to improved records management system and processes within the Zimbabwe Open University, resonating well with the University's vision of *ODEL* and the parent Ministry's thrust of Education 5.0.

Conclusion

By implementing and maintaining a consistent, organisation-wide and upper management supported records management programme, the University has been able to meet and conform to the statutory requirements for records retention and disposal, provide evidence of transactions to defend itself against litigation or audit, leverage information assets into meaningful competitive intelligence and market research data and raise resources through timely disposition of ephemeral records.



Quality Assurance Unit



**Quality Assurance
Mr Benson Gabi**

Overview

The Quality Assurance Unit provides leadership with respect to Quality. The Unit ensures the accreditation of the Institution and that of the various programmes offered by the respective faculties. It constitutes the vital link between the Zimbabwe Open University (ZOU) and the Zimbabwe Council of Higher Education (ZIMCHE) in respect of contemporary issues in the Quality of Higher Education such as Minimum Bodies of Knowledge and Skills (MBKS), the Zimbabwe National Qualifications Framework (ZNQF) underpinned by the Zimbabwe Credit Accumulation and Transfer System (ZIMCATS). The Unit is central to the implementation of the ZOU Quality Management System (ZQMS) in compliance with ISO 9001 requirements. From time to time, the Unit liaises with ZIMCHE in order to identify suitable peer reviewers within ZOU.

Teaching and Learning

The Unit, through the Director, Manager and Regional Quality Assurance Coordinators, ensures strict adherence to ZIMCHE standards for all Teaching and Learning activities.

To ensure the quality of new programmes, the Unit carried out thorough due diligent checks on dossiers of fourteen new degree programmes. Subsequently, the Unit applied for the accreditation of eleven degree programmes. Applications for the accreditation of the other three degree programmes were finalised for submission to ZIMCHE as soon as a signal had been received from the regulatory authority.

It has been often said, "the module is the lecturer." As such, quality assurance checks are carried out on all new modules before they are deemed fit for publication. During the period under review, thirty-eight modules were checked and cleared for publication.

The Minimum Bodies of Knowledge and Skills (MBKS) for degree programmes were finalised and launched during the year under review. The Quality Assurance Unit facilitated a validation workshop on 23 March 2020. Thereafter, the Unit compiled comments from the respective faculties and submitted them to ZIMCHE on 8 April 2020, in the midst of a harsh lockdown. The Unit was in regular communication with ZIMCHE, to finalise the MBKS and served as the focal point during the development of omitted MBKS. The MBKS were launched on 9 September 2020. The Unit worked with the Teaching and Learning Committee on the implementation modalities to ensure that only MBKS-compliant programmes were on offer.

Examinations

The Regional Quality Assurance Coordinators ensured that COVID-19 protocols were observed during the Semester 1 Examinations Session. They also ensured that all the Examination venues and arrangements were formally approved by the respective provincial





Ministry of Health and Child Care authorities. The Unit deployed various independent teams to monitor the administration of examinations. Unlike in previous semesters, marking of examinations in 2020 was decentralised to Regional Campuses which saw Regional Quality Coordinators quality assuring the entire marking process up to submission of results to National Centre by the different faculties. The Director and the Manager monitored the marking and processing of results. It was observed that ZOU complied with the set standards for the administration of examinations as well as COVID- 19 regulatory requirements.

The Director, Quality Assurance monitored the marking of examinations under the ZOU/ University of Zambia (UNZA) partnership. He also attended the ZOU/ UNZA Senate meeting and an ad-hoc meeting to discuss the implementation of MBKS.



Research

Dr Douglas Gasva, the Regional Quality Assurance Coordinator, Mashonaland East, was appointed:

Associate Editor of the International Academic Research Consortium;

Associate Editor of the *International Academic Journal of Education and Literature* (IAJEL-Kenya);

Editorial Board member of the *Social Science, Humanities and Sustainability Research Journal* (SSHSRJ-USA); and

Editorial Board member of the *Sumerianz Journal of Education, Linguistics and Literature* (SJELL-Pakistan).

The Unit researched on the pass rates for the Semester 2 2019 examinations and reported to the Quality Assurance Committee of Council.





Mr Benson Gabi, the Director, Quality Assurance presented a paper on “Experiences in remote assessment of testing laboratories” during the SADC Accreditation Service Assessor Conclave held virtually on 11 December 2020.

Community Service

Mr Benson Gabi, the Director Quality Assurance, was appointed as a Member of the Institute of Business Accounting Studies (IBAS) Board of Examiners.

The SADC Accreditation service engaged him as:

Team Leader on 10 Remote Assessments and 4 on-site assessments;

Technical Assessor on 7 remote assessments and 2 on-site assessments; and

Monitor on 1 remote assessment.

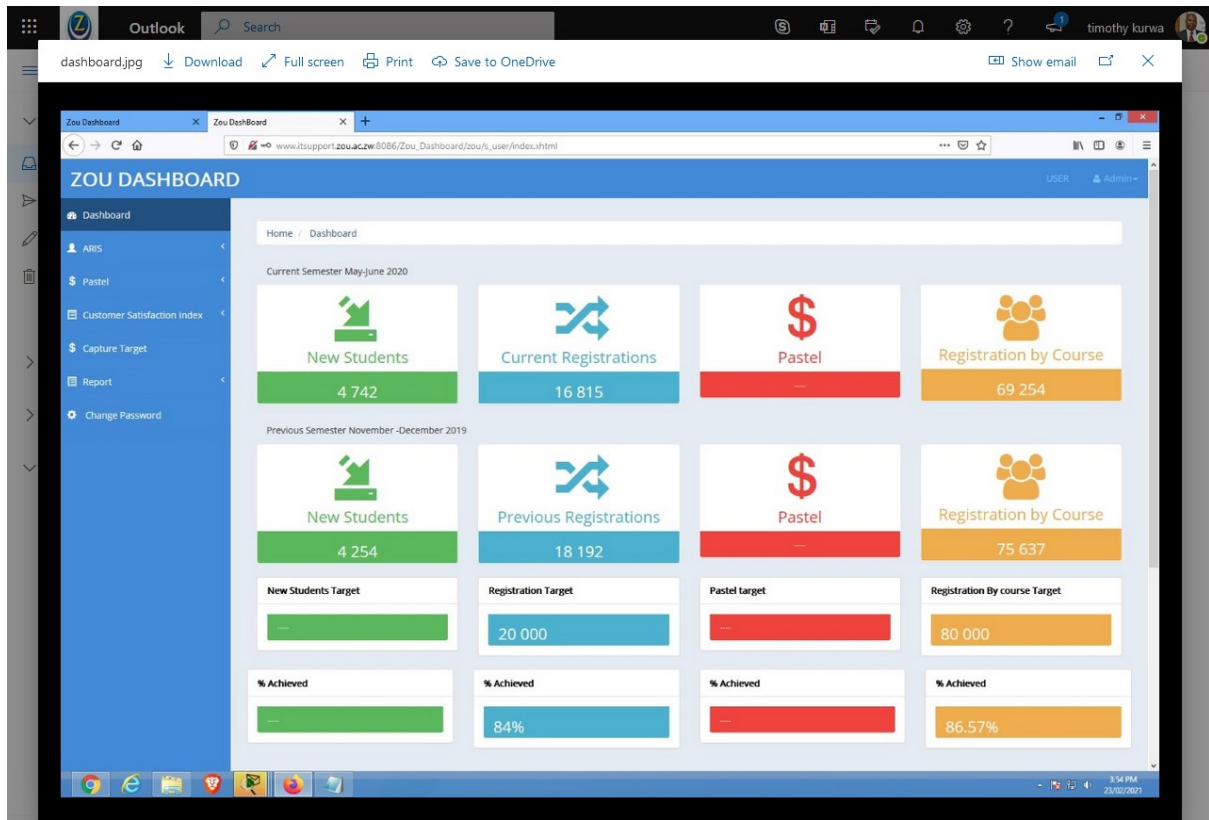
The Director, Quality Assurance was the ZOU Mace Bearer during the 2020 graduation ceremony.



The Unit coordinated the design and development of an electronic Quality Assurance Dashboard for Council.



SCREENSHOT OF THE DASHBOARD



The Unit coordinated the design and development of the Student Satisfaction Survey Instrument and online app for Semester 1 2020. A Student Satisfaction rate of 82% was obtained. This was a marked improvement on the 57% obtained in the preceding survey in 2017.

Upgrade of the ZQMS

The Unit revised the Quality Policy Manual in accordance with the requirements of ISO 9001:2015 in pace with structural and policy changes across ZOU. The revised manual will enhance systematic service delivery across the University.

The Unit actively participated in the drafting of review of the Faculty Procedure Manual and the Teaching and Learning Policy.

To build capacity, the Director, Quality Assurance attended the ISO 9001:2015 Lead Auditor course organised by Bureau Veritas.

Mr Benson Gabi was accepted to train for a quality assurance programme sponsored by the Germany Federal Government. The programme, dubbed TrainIQ, was being coordinated by the Southern African Regional Universities Association (SARUA) and administrated by the University of Potsdam, Germany.



Staffing

During the year under review, the Unit welcomed Mr Wilson Matongo, a qualified school teacher and seasoned Human Resources Practitioner as Manager, Quality Assurance. He holds an MSc in Strategic Management, an ISO 9001:2015 Lead Auditor Certificate, a SHATCO Auditor certificate and he is a member of the Institute of Personnel Management Zimbabwe (IPMZ).

Towards the end of the year, the Unit participated in the Selection Board to fill vacancies for five Regional Quality Assurance Coordinators.

Outlook for 2021

The Unit looks forward to starting the year, 2021, with a full staff complement, to roll out the revised ZQMS and to achieve certification to ISO 9001:2015. The Unit also hopes to achieve the accreditation of the fourteen new programmes and as many other new programmes.





Infrastructure and Estates Management

Overview



Infrastructure and Estates Management
Ms Sheila Jeyi

Infrastructure and Estates Management Unit’s strategy builds on the University’s Strategic Plan 2019-2023 and beyond. Its delivery is central in supporting the University’s strategic goals of excellence in teaching and learning, research, innovation and industrialisation in line with Education 5.0 requirements. Performance in our real estate has improved over the years as we continue to make significant investments in our infrastructure as illustrated by the number of developments across the country. Our estate is large and scattered, reflecting concentrations of activity and the breath of our academic business.

In the year 2020, the University fared well in terms of infrastructure and estate development across its various campuses discussed below:

The National Centre

Located at the corner of Samora Machel Avenue and Leopold Takawira Street on Stand Number 16963 in Harare’s Central Business District, Corner House is home to the Zimbabwe Open University’s National Centre that serves as the Head office of the University. The Zimbabwe Open University with the assistance of the Government of Zimbabwe purchased the building. Sitting on 2,392 square metre stand, the gigantic 8-storey Corner House has a total floor area of 8,539.88m² which is adequate to house all the National Centre staff under one roof for the convenience of stakeholders. The building is also strategically located for ease of access from various corners of the country. The University has plans to relocate all the National Centre Units that are still in rented buildings to Corner House by the end of 2021 first quarter.

Mashonaland West Regional Campus

The Mashonaland West Regional Campus recently relocated to the premises at stands 5425 and 5426 in Chinhoyi’s industrial site, following the purchase of the two stands by the University. The contiguous stands are 3,211m² in extent between them. Before purchase of the property, the Mashonaland West Regional Campus was operating wholly from rented premises at the Chinhoyi Public Service Training Centre. During 2020 the University embarked on the refurbishment of the newly acquired property and has already completed two blocks that currently houses the Regional Campus’ administrative staff and the library/computer laboratory. Plans to further construct a multi storey building on one of the stands,





that would result in the adequate provision of facilities for teaching and learning are currently being drawn up.

Matabeleland North Regional Campus

The University secured two adjacent properties in 2020 from Hwange Colliery to accommodate the Matabeleland North Regional Campus on a Refurbish, Operate and Return basis. The University completed the first phase which entailed the refurbishment of the administration block and the Region has since taken occupation. The second phase of the refurbishment works - on the teaching and learning block which consists of the library, 4 (four) computer laboratories and tutorial rooms was now at roof level by December 2020.

Bulawayo Regional Campus

The Bulawayo Regional Campus is located at Anchor House in the City of Bulawayo to serve the University's clientele drawn from the Bulawayo Metropolitan Province. Sitting on 1,388m² stand and located at the corner of 12th Avenue and Fort Street, the 5-storey Anchor House adequately accommodates the whole Regional Campus, with facilities that include staff offices, tutorial and examination rooms, library and computer laboratory. Furthermore, in line with the University's resolve to develop teaching and learning infrastructure that meets the requirements of Education 5.0, the University in 2020 purchased a 4.5-hectare piece of land from the Bulawayo City Council for the Bulawayo Regional Campus. Once a title survey has been done, the University intends to construct a boundary wall to secure the land and design a suitable Master plan in line with the University's infrastructure requirements for the Regional Campuses as well as income generating initiatives.

Solarisation Project

The solarisation project is part of the University's plan to ensure uninterrupted and sustainable provision of energy at the Regional campuses in support of E-Learning. The project is being done in phases. In 2020, the University installed solar power facilities at Mashonaland West and Masvingo Regional Campuses with a capacity of 10KVA and 15 KVA, respectively.

Purchase of Operational Assets

In 2020 the University managed to buy 6 (six) vehicles in support of University business and fulfilment of contractual obligations. As more funds become available the University has plans to purchase more vehicles as part of fleet renewal to fully support the Regional campuses and Faculties.

In terms of other operating assets, the University also bought 500 student desks and 500 chairs which were allocated to the Harare Regional campus. Furniture was also bought for the Mashonaland West Regional Campus library and computer laboratory.



Materials Development Unit (MDU)



**Materials Development Unit
Mr Chesterfield Vengesai**

Vision

Developing educational materials that teach students using electronic learning delivery strategies to wherever they are.

Mission

Providing the students with comprehensive, challenging learning materials that facilitate development of cognitive, psychomotor and affective skills that make them fit perfectly into the community that they must also change for the better

The MDU comprises of three sub-sections: editorial, graphic design and desktop publishing.

The MDU was established to convert all ideas generated by Faculty academics into effective teaching materials. With changing learning delivery strategies, the MDU is mutating the teaching materials from print to electronic. It targets to deliver teaching online, audio, telephone, WhatsApp, sms and any other media used to communicate effectively.

Module Development

This is teamwork accomplished by Faculty, editors, graphic designers, desktop publishers and Quality Assurance. The MDU turns work presented by faculties into teaching modules. This is quality assurance and enhancement of the ODeL teacher. Its teaching delivery capability can never be over-emphasised.





In learning materials development, MDU targets the needs of all individual learners. In 2020, MDU delivered to learners 1 503 module titles as requested. These modules are error-free ODeL materials. These must be ready by the time students register to study. The cost of learning materials must be affordable to all who wish to study.

Teamwork

At the core of learning materials development, is the teamwork approach. People with different academic and technical skills and experience come together to work on one module. MDU brings these professionals together and train them to work as a team. We learn to comment constructively on the contributions and to value suggestions by each member. When the task is accomplished, we are all proud of it.

Throughout the development, we eradicate all errors, thus, playing a major quality check role. We complete a quality check schedule before releasing the module to the client.

MDU plays a major role in perfecting the documents initiated within the University by responsible Units. We have worked on publications, newsletters, graduation paraphernalia, advertising and campaign paraphernalia.

Community Service

Members of MDU are involved in Church work, as such we raise funds to help the needy. Using our own salaries, we pay fees for orphans in our community.

We use our facilities to dip cattle for members of the community. We have also collaborated with the Faculty of Agriculture to run an Artificial Insemination (AI) cattle programme in Sanyati which has been successful.





With the ZOU Library and Information Services, we have sourced books to start libraries in newly established resettlement schools. We have planted a culture of reading where it previously did not exist.

In 2021, we intend to venture into more ways of making MDU services better.





Marketing and Communications



**A/Director
 Information and
 Public Relations
 Mr Stewart Mwandivanza**

The Marketing Unit plays a vital role in promoting the business and mission of the University. The Unit aspires to become a world class marketing and communications services provider within an open and distance e-learning environment. The Department exists to empower the university and its stakeholders through the provision of cutting edge marketing, communications and business development services. It values highest levels of excellence, innovative and creative culture, integrity, ethical standards and delighting stakeholders.

We serve as the face of the University, coordinating and producing all marketing materials and literature that represent and assist to showcase the business of the institution to various stakeholders locally, regionally and internationally. It is the Marketing and Communications Unit’s job to reach out to prospective clients, current customers, investors and/or the community, and to create an overarching image that represents the institution in a positive light—that is, enhancing the ZOU brand visibility. We promote the Zimbabwe Open University brand through strategic marketing communications, improving brand awareness and, enhancing symbiotic stakeholder relationships. The unit also manages university-level web content and social media networks such as Live chatting, Facebook, Twitter and ZOU Mails, among others.

The year 2020 presented a lot of challenges related to the COVID-19 pandemic which, in a way, enhanced innovativeness in terms of marketing and communications. Most of our interactions were conducted electronically through e-mail, website and WhatsApp. We related well with the media. We positively influenced service delivery across the University. The unit also played a pivotal role in the crafting of several University policies. Our signage target was not achieved owing to financial constraints. It is our hope that once the situation improves, we should be able to meet our targets which will significantly help in enhancing brand visibility.



Student Services

Introduction

University students experience more significant stress than the general population (Bayram & Bilgel, 2008). In order to avoid or eliminate stress in students, the Student Affairs Department works to promote Student Development, Leadership Development and Student Welfare through participation in civil activities, community engagement and sport. In Student Affairs we acknowledge that when students experience connectedness and interrelatedness, they have lower risk of Mental Health problems (Drum, Brownson, Hess & Denmark 2016). Student welfare enhancement comes through a process of continuous consultation with University Leadership. The Department works to create an atmosphere of student centredness in the University through an active consultation with all stakeholders.



Professor David D. Chakuchichi
Dean of Students



Mashonaland West students at ZIMPLATS

COVID-19 Interventions

COVID -19 presented the greatest challenge to learning during the year 2020. The pandemic presented the following challenges to the education sectors:

1. No physical face- to- face tutorials
2. Disruption in learning





3. Staff confused with the new unexpected realities
4. Confusion on pending examinations
5. Many stakeholders in Education were anxious, frustrated, and confused about the impact of COVID-19 (Burgess & Stevenson, 2020)

Due to the impact of COVID-19 and its prevention measures protocols, Student Affairs Department could not carry out some of its usual activities that enhance student development interconnectedness and welfare. Such activities were:

- a. Debate and Public Speaking Contests
- b. Sports - The Vice Chancellor's Tournament
- c. Living and Learning Communities Projects
- d. Music and Cultural Activities Exhibitions



Harare Students during Tree Planting in 2019

SRC Election 2020/2021

The Student Representative Council (SRC) Elections could not be done due to closure of Regional Campuses in line with COVID- 19 prevention measures protocol compliance. The elections were done towards the end of October 2020 when the country had moved to Level 2 of COVID -19 prevention measures compliance. The SRC election used an Electoral College System to allow for equalisation of opportunities across Regional Campuses and the gender perspective. The results of the elections were as on Table 1, below:





Table 1: 2020 Student Representative Council

NO.	POST	NAME	SEX	REGIONAL CAMPUS
01	President	Moses Sibanda	M	Manicaland
02	Vice President	Evans Charira	M	Mashonaland East
03	Secretary	Cleopatra Borerwe	F	Mashonaland Central
04	Treasurer	Peace Risinamhodzi	M	Matabeleland North
05	Secretary for Academic & Legal Affairs	Sibusiso Nyoni	M	Bulawayo
06	Secretary for Health & Social Welfare	Violet Mavakise	F	Harare
07	Secretary for Transport	Semkeliso Ndlovu	F	Matabeleland South
08	Secretary for Special Needs	Prosper Dendere	M	Masvingo
09	Secretary for Information & Ext Affairs	John Kanjera	M	Mashonaland West
10	Secretary for Sports & Entertainment	Priscila Mashinge	F	Midlands
11	Secretary for Properties	Davies Mukushwa	M	Harare
12	Secretary for Gender	Noncebo Gumbo	F	Bulawayo

From the elections results, all Regional Campuses were represented and the gender perspective was observed. Only Bulawayo and Harare had two persons each in the SRC. This is quite justified as they are the campuses with the most students.





Members of the 2020/2021 SRC pose for a photo with the Dean of Students, Professor David Chakuchichi (left), and members of the Student Services Unit at the Induction workshop.

Deceased Students

We observe that the year 2020 had a significant surge (25%) in the number of deceased students. However, there were no confirmed COVID-19 cases even though about two students were reported to have died from short illnesses. We still experience female students (3) succumbing to maternal mortality.

Table 2, Names of Deceased Students during 2020.

NO.	NAME	PROGRAMME	ACADEMIC YEAR	SEX	CAMPUS
1.	Moses Shambakumanja	BSDS	1.1	M	Mashonaland Central
2.	Petros Tauya	BS NS	1.1	M	Mashonaland Central
3.	Clifford Mbudaya	MBA	2.2	M	Matabeleland South
4.	Khulumani Nyathi	MBA	2.1	M	Matabeleland South
5.	Thabisile Mele Ndlovu	PGDE	1.2	F	Matabeleland South
6.	Charles Laiton	BAMS		M	Harare
7.	Alice Matienga	DIPED		F	Harare
8.	Richard Masocha	MED		M	Harare
9.	Thabani Hove	BSAM		F	Midlands
10.	Rudo Mujaji	BSAM	4.2	F	Midlands
11.	Terence Kavhai	BITH	4.2	M	Midlands



12.	Brighton Hungwe	PGDE		M	Midlands
13.	Nathan Sakarombe	BRAM	2.2	M	Mashonaland West
14.	Nyaradzai Chidimuro	BEDS	4	M	Mashonaland West
15.	Morgen Nyamupfukudza	BEDS	4	M	Mashonaland West
16.	Felistas Mubayiwa	BSAM	4.2	F	Mashonaland West
17.	Vimbai Chirara	BSNS	4	F	Mashonaland West
18.	Philip Pazvakavambwa	MSPL	2.2	M	Mashonaland East
19.	Lobuhle Jubane	BPSY	4.2	F	Masvingo
20.	Shingirirai Makuyana	BSNE	3.2	F	Masvingo

Scholarship Funds

SRC Scholarship Fund

During 2020, the SRC fund supported students throughout all Regional Campuses. An amount of ZWL 91022.50 was disbursed to fund destitute students in Semester 1 and Semester 2.

The students' performance is monitored so that the fund is given to good use. The SRC Scholarship fund pays for tuition fees only. The recipients are expected to be enterprising and resourceful so as to pay their ancillary fees. Table 3, shows the amount paid in Semester 2 of 2020:

Table 3: SRC Scholarship Fund Disbursements for Semester 2 of 2020

NO.	NAME	Sex	PIN	CAMPUS	PROGRAMME	AMOUNT
1.	Moyo Quinsey	F	P1871688Q	Bulawayo	BSDS	3500.00
2.	Siatimbula James, M	M	P0933683	Bulawayo	BSCC	3500.00
3.	Bekezela N Ncube	M	P1891972P	Bulawayo	BAECS	3500.00
4.	Gondo Farai	F	P1846790P	Harare	BACC	3500.00
5.	Khumalo Nozipho	F	P1757164D	Mat South	BED	5550.00
6.	Saini Persistence	F	P1826694F	Mash East	BBFH	3500.00
7.	Bobo Design	M	P1632833N	Masvingo	BSCMS	2185.00
8.	Zavarima Tererai	M	P1687905G	Masvingo	DIPED	2187.50
9.	Sibanda Linnet	F	P1666258K	Masvingo	BEDECD	3500.00
10	Mbvari Talent	M	P1990547X	Harare	BSDS	3500.00
11	Tambudzani Kabango	F	P1648140R	Midlands	BECED	3500.00
	TOTAL					37922.50

Students Support





Industrial Attachment

- Industrial Attachment was affected by the COVID-19 prevention measures protocols. Thus, students could not get attachment placements as some work places were shut down;
- Some students on attachment could not be supervised /assessed; and
- Some students could not proceed to the next level particularly those that were on Teaching Practice.

Counselling and Advisement

During the COVID-19 lockdown period, the Department continued to provide support to students through online counselling and advisement services. Actually the Department became the face of the University when staff in other departments particularly Faculty staff were working from home.

Fees Support

The Department provided information to students to access loans from Ministry approved banks and EDULOAN in order to pay fees. In a survey carried out by the Department to establish the need for loan facility, it was found out that the greater majority of students 67% were civil servants who qualified for the loans.

Conclusion

The period 2020, despite the lockdown that lasted almost the whole year, was an eventful year. The lockdown showed how much the Faculty staff lacked skills in online teaching. The period also ushered in competition from other players as all education institutions were forced to use online teaching strategies. The student body had no problems in communication and working online but faced challenges emanating from the cost of data bundles. There is therefore, need to find ways of engaging service providers so that students could access cheaper internet services.



Health and Wellness

The Zimbabwe Open University has moved a gear up in its efforts to ensure the safety and wellbeing of staff and students through acquiring a sanitising booth at the entrance of Corner House. The move compliments national efforts in flattening the COVID-19 pandemic as the sanitising booth is self-dispensing, thus, breaking the infection chain in line with WHO COVID-19 guidelines.



Picture collage:
 1) Staff member entering the sanitising booth
 2) Staff member washing hands
 3) Staff member inside the booth
 4) Staff member on the way out

Other Efforts by the University to Fight the Pandemic

- Established a National Health and Wellness Committee to assist with the implementation of plan of action. Existing Health and Wellness committees in the Regional campuses have been mandated to take active roles in COVID-19 mitigations. The National Health and Wellness committee will also make recommendations on SOPs and protocols that need to be implemented in conjunction with Deans and Heads of Departments and other relevant stakeholders. The committee is led by the Dean Faculty of Science. The committee is taking advice from the Health Sciences Department. The committee can be reached on **0775 108 581**.
- Disinfected all university facilities prior to opening the campus and there is regular disinfection of all university premises.
- Staggered staff working schedules to maintain the recommended social distancing in the offices.
- Launched a COVID-19 dashboard.
- Provided face masks, hand sanitiser and temperature checks at all campuses.
- Continued to provide online support to students.
- Postponed writing of examinations to allow putting in structures to prevent spread of infection among staff and students.
- Examinations undertaken using COVID- 19 WHO guidelines.





Academic Programmes On Offer



ZIMBABWE OPEN UNIVERSITY

"Empowerment Through Open Learning" ®

Apply and register in the following programmes at any of your nearest ZOU Regional Campus or through our online portal @ www.apply.zou.ac.zw

FACULTY OF COMMERCE & LAW

- ❖ Bachelor of Commerce in Accounting (Honours) (4 Years)
- ❖ Bachelor of Commerce in Banking and Finance (Honours) (4 Years)
- ❖ Bachelor of Commerce in Internal Auditing (Honours) (4 Years)
- ❖ Bachelor of Commerce in Human Resource Management (Honours) (4 Years)
- ❖ Bachelor of Commerce in Marketing Management (Honours) (4 1/2 Years)
- ❖ Bachelor of Accounting (Honours) (2 Years)
- ❖ Bachelor of Banking and Finance (Honours) (2 Years)
- ❖ Bachelor of Commerce in Banking and Finance Special (Honours) (1 Year)
- ❖ Master of Business Administration (2 Years)
- ❖ Massive Open Online Course(s) (MOOCs)

FACULTY OF EDUCATION

- ❖ Bachelor of Education (Honours) (Secondary) In-Service Programme (2 Years)
- ❖ Bachelor of Education (Honours) in Early Childhood Development In-Service Programme (2 Years)
- ❖ Bachelor of Education (Honours) in Early Childhood Development 4 Years Programme (4 Years)
- ❖ Bachelor of Education in Youth Development Studies (4 Years)
- ❖ Bachelor of Education (Honours) in Educational Management (2 Years)
- ❖ Post Graduate Diploma in Education (18 Months)
- ❖ Diploma in Education (Primary) (3 Years)
- ❖ Master of Education in Educational Management (18 Months)

FACULTY OF ARTS, CULTURE AND HERITAGE STUDIES

- ❖ Bachelor of Arts (Honours) in English and Communication (4 Years)
- ❖ Bachelor of Arts Special (Honours) in Literature in English (1 Year)
- ❖ Bachelor of Arts (Honours) in Ethics and Organisational Leadership (4 1/2 Years)
- ❖ Bachelor of Arts (Honours) in Religious Studies and Theology (4 1/2 Years)
- ❖ Bachelor of Arts (Honours) in Media Studies (4 1/2 Years)
- ❖ Bachelor of Arts Special (Honours) in Communication and Media Studies (1 Year)

FACULTY OF APPLIED SOCIAL SCIENCES

- ❖ Bachelor of Social Science (Honours) in Development Studies (4 years)
- ❖ Bachelor of Science (Honours) in Counselling (4 Years)
- ❖ Bachelor of Education (Honours) in Inclusive Education (4 Years, Pre-Service/2 Years In-Service)
- ❖ Bachelor of Science (Honours) in Records and Archives Management (4 Years)
- ❖ Bachelor of Science (Honours) in Library and Information Science (4 Years)
- ❖ Bachelor of Science (Honours) in Psychology (4 Years)
- ❖ Post Graduate Diploma in Development Studies (18 Months)
- ❖ Diploma in Disability Studies (2 years)

- ❖ Master of Social Science in Development Studies (18 Months)
- ❖ Master of Science in Counselling (2 Years)
- ❖ Master of Science in Peace, Leadership and Governance (2 Years)
- ❖ Master of Education in Inclusive and Special Needs Education (18 Months)
- ❖ Doctor of Philosophy (3 - 8 Years)

FACULTY OF SCIENCE

- ❖ Bachelor of Science (Honours) in Mathematics and Statistics (4 Years)
- ❖ Bachelor of Science (Honours) in Geography and Environmental Studies (4 Years)
- ❖ Bachelor of Science (Honours) in Physical Education and Sport (4 Years)
- ❖ Bachelor of Science (Honours) in Nursing Science (4 Years)

FACULTY OF AGRICULTURE

- ❖ Bachelor of Science (Honours) in Agricultural Management (4 1/2 Years)

FACULTY OF TECHNOLOGY

- ❖ Bachelor of Science in Information Technology (Honours) (4 Years)
- ❖ Bachelor of Science in Software Engineering (Honours) (4 Years)
- ❖ Bachelor of Software Engineering (Honours) (3 1/2 Years)
- ❖ Bachelor of Information Technology (Honours) (3 1/2 Years)

Entry requirements

Diploma programmes: (18 months - 3 Years)

A candidate should have 5 (five) 'O' Level passes including English language. 'O' level Mathematics may be required in some programmes. For postgraduate Diploma programmes a relevant first degree is a pre-requisite.

Undergraduate programmes: (2 - 4 Years)

Duration 4 years: A candidate should have 5 (five) 'O' Level passes including English language. 'O' level Mathematics may be required in some programmes. **Duration 3 years:** In addition, to the above, a candidate with a relevant National Diploma from a recognized institution will enter the programme in Level 2. **Duration 2 years:** In addition to the above, a candidate with a relevant Higher National Diploma from a recognized institution will enter the programme in Level 3.

Masters/M.Phil programmes: (18 Months - 5 Years)

A relevant first degree at 2.2 or better for a Masters and a 2.1 or better for an M.Phil

REGIONAL CAMPUSES

Harare

3rd Floor West Main Post Office Building
 Nelson Mandela & Inez Terrace
 Box 8306 Harare
 Tel: +263 24-2250157-8
 email: harareregion@zou.ac.zw

Bulawayo

Stand No 44, Anchor House
 Cnr Fort Street / 12 th Avenue
 Box 3550 Bulawayo
 Tel: +263 -09-261732/884060
 email: bulawayoregion@zou.ac.zw

Mashonaland Central

209 Hay Road Bindura
 P Bag 984 Bindura
 Tel: +263 -271-71077161
 email: mashcentralregion@zou.ac.zw

Mashonaland East

21-5th Street Marondera
 Box 758 Marondera
 Tel: +263- 06523-22267/21561
 email: masheastregion@zou.ac.zw

Mashonaland West

5425 Glasglow Industrial Site
 Box 278 Chinhoyi
 Tel: +263 -212- 4050, 6106, 9345-7
 email: mashwestregion@zou.ac.zw

Manicaland

Stand 922C Ave
 P Bag V7480 Mutare
 Tel: +263 20-68152-4, 68751
 email: manicalandregion@zou.ac.zw

Midlands

No.16 Victory Road, Gweru East
 Box 1810 Gweru
 Tel: +263 -54-2226002/3/222052
 email: midlandsregion@zou.ac.zw

Masvingo

68 Hellet Street, Masvingo
 Box 1210 Masvingo
 Tel: +263-39-2264965
 email: masvingoregion@zou.ac.zw

Matabeleland North

Stand No. 15/16 Hospital Road.
Hwange
 Tel: +263 281-22002, 21809
 email: matnorthregion@zou.ac.zw

Matabeleland South

429 Soudan Street,
 Show Ground,
 Box 346 Gwanda
 Tel: +263-284-22965/6
 email: matsouthregion@zou.ac.zw

Virtual Campus

4th Floor, Corner House House,
 Cnr.S.Machel Ave & L.Takawira St
 Harare
 Tel: +263 -24-2796466, 2752847
 email: virtualcampus@zou.ac.zw

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CORPORATE COMMUNICATIONS & MARKETING UNIT

8th Floor, Corner House, Corner Samora Machel Avenue and Leopold Takawira Street, Harare

+263 (242) 795990/1, 777043/4, 793002/3, 796464

E-mail: information@zou.ac.zw

or visit any one of your nearest ZOU Regional Campus.

www.zou.ac.zw





FINANCIAL STATEMENTS





ZIMBABWE OPEN UNIVERSITY

FINANCIAL STATEMENTS

31 December 2020

ZIMBABWE OPEN UNIVERSITY

BUSINESS:

Zimbabwe Open University was established by an Act of Parliament, ZOU Act (Chapter 25:20) in 1999. The University's principal activities are to provide Higher Education through Open and Distance electronic Learning (ODeL). ZOU offers degrees (undergraduate and postgraduate), diplomas, certificates and short courses in the respective faculties. Student enrolment at ZOU has been growing steadily from the time of its formation. The Zimbabwe Open University operates on a regional scale. It has established Campuses in all the ten provinces of the country. Each regional campus serves as the hub for all the learning activities for students in that province: from registration to face-to-face tutoring and counselling, and from assignment administration to a venue for invigilated examinations. ZOU has a Virtual Regional Campus that caters for regional and international students.

COUNCILLORS	Mrs Chipu Mutasa (Chairperson) Engineer Winifred Musangeya (Deputy Chairperson) Professor Paul Henry Gundani (Vice Chancellor) Professor David Dudzai Chakuchichi Professor Tavonga Njaya Professor Robson Roy Jubenkanda Mr Joseph Steve Mandizha Dr Lucia Takundwa-Gumbo Reverend Dr Kennedy Gondongwe Mr Izikiel Machingambi Mr Naran Keshav Kala Ms Jemina Mateko Mr Kenneth Saruchera Mr Augustine Mubika	Dr Esther Mpandi-Khosa Engineer Faina Machakaire Professor Francis Temba Mugabe Professor Anna Chitando Professor Cuthert Majoni Professor Ermson Zuva Nyakatwa Mr Leonard Mandishara Mrs Fortunate Sekeso Mrs Patience Vongai Mukahlera-Kasu Miss Kundai Chishato Mr Boniface Soza Mr Norman Tafadzwa Mhondiwa Mr Gilbert J Mlilo
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BURSAR: Dr G Shoko

OFFICE: Corner House
Corner Samora Machel/Leopold Takawira
HARARE

AUDITORS AMG Global Chartered Accountants (Zimbabwe)
3 Elcombe Avenue, Belgravia
HARARE

MAIN BANKERS CBZ Bank Limited
ZB Bank
FBC Bank
POSB

ATTORNEYS Dube, Manikai and Hwacha Legal Practitioners
6th Floor Gold Bridge
Eastgate
Cnr Sam Nujoma Street and Robert Mugabe Road
HARARE

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Statement of changes in reserves	8
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ZIMBABWE OPEN UNIVERSITY

COUNCIL'S RESPONSIBILITY STATEMENT

Council is required by the ZOU Act (Chapter 25:20) to maintain adequate accounting records and is responsible for the content and integrity of the financial statements and related financial information included in this report. It is their responsibility to ensure that the financial statements fairly present the state of affairs of the University as at the end of the financial year and the results of its operations and cash flows for the year then ended, in conformity with International Financial Reporting Standards. The external auditors are engaged to express an independent opinion on the financial statements.

Council acknowledges that it is ultimately responsible for the system of internal financial control established by the University and places considerable importance on maintaining a strong control environment. To enable it to meet these responsibilities, Council sets standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the University and all employees are required to maintain the highest ethical standards in ensuring the University's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the University is on identifying, assessing, managing and monitoring all known forms of risk across the University. While operating risk cannot be fully eliminated, the University endeavours to minimize it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

Council is of the opinion, based on the information and explanations given by management that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The Council acknowledges that they are responsible for the other information in the Annual Report. The other information includes the Chairman's and Audit Committee's reports, amongst other reports. Other information does not include the financial statements and the auditor's report.

The external auditors are responsible for independently auditing and reporting on the University's financial statements. The financial statements and related notes have been examined by the University's external auditors and their report is presented on pages 2 to 5.

These financial statements were prepared under the supervision of Dr G. Shoko, an Associate of the Institute of Chartered Secretaries and Administrators of Zimbabwe, Registered Public Accountant - PAAB Practicing Certificate Number 04751.

The financial statements and the related notes set out on pages 6 to 29, which have been prepared on the going concern basis, were approved by Council and were signed on its behalf by:


..... (Mrs Chipso Mvutasa - Council Chairperson)


..... (Prof. Paul Henry Gundani - Vice Chancellor)

23 September 2021

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3 Elcombe Avenue
Belgravia
Harare
Zimbabwe

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P O Box 3230
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Email: info@amgglobal.co.zw
website: www.amgglobal.co.zw



Chartered Accountants
(Zimbabwe)

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REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF ZIMBABWE OPEN UNIVERSITY

Qualified opinion

We have audited the financial statements of Zimbabwe Open University ("the University"), set out on pages 6 to 30, and comprising the following:

- The statement of financial position as at 31 December 2020;
- The statement of profit or loss and other comprehensive income, the statement of changes in equity, and the statement of cash flows for the year ended 31 December 2020;
- A summary of the significant accounting policies applied by the University during the year ended 31 December 2020; and
- Notes on the financial statements.

In our opinion, except for the effects of the matters described in the basis of qualified opinion paragraphs, the financial statements present fairly, in all material respects, the financial position of the University as at 31 December 2020, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards ("IFRS").

Basis of qualified opinion

Comparative figures

The University's functional and reporting currency was the United States Dollar ("US\$") in 2018. In 2019, through Statutory Instrument 142 of 2019, the Reserve Bank of Zimbabwe issued a Monetary Policy Statement which introduced the Zimbabwe Dollar which was prescribed as the new functional and reporting currency for all entities in the country. The 2018 balances were converted from the US\$ to ZWL\$ at a rate of 1:1 which was the official rate prevailing during the prior year reporting period. Any effects on the non-compliance with International Accounting Standard (IAS) 21 on these comparative figures on the current year financial statements has not been determined.

We conducted our audit in accordance with International Standards on Auditing ("ISAs"). Those standards require that, in conducting the audit, we comply with ethical requirements. The standards also require that we plan and perform the audit to obtain reasonable assurance as to whether the financial statements are free from material misstatement. We are independent of the Fund in terms of the Institute of Chartered Accountants of Zimbabwe ("ICAZ") Code of Professional Conduct, which is consistent with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants, and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We consider that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of matter

Subsequent events - Covid 19

We draw your attention to *note 20* on the financial statements, which states that, the Covid 19 pandemic continues to induce widespread economic uncertainty and volatility in financial markets as the measures taken across the globe to try and slow down the spread of the pandemic are impacting both the supply and demand for many goods and services. The responses to the pandemic include intermittent lockdowns, which were called for in the country from January 2021 to February 2021. Although fiscal and monetary policy measures are also being implemented to prop up the economy, many still believe there is a possibility of a global recession.

The process of assessing the full impact of the Pandemic on the operations of the University is ongoing. However, Council do not anticipate that the Pandemic will have a significant impact on the University's operations, and as result the going concern assumption adopted in the preparation of these financial statements has not been revised.

A list of the names of partners is available at the office address



Key audit matters

Key audit matters are those matters that, in our professional judgment, were of most significance in our audit of the financial statements for the current period. Key audit matters are selected from the matters communicated with the Council, but are not intended to represent all matters that were discussed with them.

Our audit procedures relating to these matters were designed in the context of our audit of the financial statements as a whole and we do not provide a separate opinion on these matters. We have determined the matters described below to be the key audit matters to be communicated in our report.

Key audit matter	How our audit addressed the key audit matter
<p><i>Valuation and existence of property and equipment ("PE")</i></p> <p>PE is the most significant line item on the University's statement of financial position constituting a significant proportion of the University's total assets. As at 31 December 2020, the carrying amount of PE was ZWL\$1 479 761 353 (2019: ZWL\$642 984 059). The determination of useful lives, depreciation expense and impairment losses are significant accounting estimates that are prone to misstatement and as such PE was considered to be a key audit matter.</p>	<p>Our audit approach was focused on verifying the existence and valuation of PE through the following procedures, amongst others:</p> <ul style="list-style-type: none"> • We reviewed the opening balances of assets and verified whether they were accurately brought forward from prior year; • We vouched significant additions to supporting documents; • We reviewed and considered the appropriateness of valuation, depreciation rates and residual values; • We independently recalculated the depreciation charges during the year; • We physically verified the existence of assets on a sample basis, by tracing them from the floor to the registers and vice versa; • We also reviewed the legal ownership of PE; • We verified all disposals against supporting documents and reviewed the PE registers to confirm derecognition of assets disposed of; • We reviewed the revaluation basis and assumption of the University's PE for reasonableness and appropriateness; • We reviewed management's assessment of impairment as at 31 December 2020; and • We verified the disclosures relating to PE presented in note 3 in the annual financial statements. <p>We were satisfied with the results of our audit procedures.</p>
<p><i>Valuation of trade and other receivables</i></p> <p>The University's gross trade and other receivables amounted to ZWL\$74 729 212 (2019: ZWL\$29 620 015) at year end. An allowance for credit losses of ZWL\$6 215 470 (2019: ZWL\$13 661 081) was provided for at year end. The Zimbabwean economy is currently facing liquidity challenges and the recoverability of trade and other receivables could be doubtful. The valuation of trade and other receivables was therefore considered a key audit matter.</p>	<p>We focused our attention on assessing the recoverability of trade and other receivable and our procedures included the following:</p> <ul style="list-style-type: none"> • We circularized debtors balances as at 31 December 2020; • We reviewed and considered the efficacy of the internal controls in the revenue and credit management cycles; • We performed tests of details and analytical procedures on students' receivable transactions during the year; • We assessed the adequacy and appropriateness of the University's policies and procedures on providing for credit losses and writing off bad debts; • We verified the computations and the adequacy of the

Key audit matter	How our audit addressed the key audit matter
	<p>allowance for credit losses;</p> <ul style="list-style-type: none"> • We assessed the recoverability of long outstanding and past due receivables; and • We assessed the debtors' performance post year end and up to the date of our report. <p>We were satisfied with the results of our audit procedures.</p>
Validity, accuracy and completeness of staff costs	
<p>The University's staff costs amounting to ZWL\$357 952 211 (2019: ZWL\$539 667 486) for the year ended 31 December 2020 account for a significant component of the University's total expenditures.</p> <p>Accordingly, the validity, accuracy and completeness of staff costs was assessed to be a key audit matter.</p>	<p>Our approach focused on assessing the validity, accuracy and completeness of staff costs and our procedures included the following:</p> <ul style="list-style-type: none"> • We obtained an understanding of the human resources and payroll cycles as well as the internal controls in place therein; • We assessed the operational effectiveness of internal controls in human resources management and payroll systems; • We performed analytical reviews on staff costs; • We verified salary grants from the Government of Zimbabwe; • We verified salaries and benefits paid to employees against approved scales from the University's parent Ministry as well as the respective staff member's employment contracts; and • We verified the accuracy and processing of payroll journals posted in the University's accounting system. <p>We were satisfied with the results of our procedures.</p>

Going concern

The University's financial statements have been prepared using the going concern basis of accounting. The use of this basis of accounting is appropriate unless the Council either intends to cease operations or has no realistic alternative but to do so. As part of our audit of the financial statements, we have concluded that the Council's use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

The Council has not identified a material uncertainty that may cast significant doubt on the University's ability to continue operating as a going concern, and accordingly none is disclosed in the financial statements.

Based on our audit of the financial statements, we also have not identified such a material uncertainty. However, neither the Council nor the auditor can guarantee the University's ability to continue operating as a going concern.

Council responsibility for the financial statements

The Council is responsible for the preparation and fair presentation of these financial statements in accordance with IFRSs and the financial reporting requirements of the Zimbabwe Open University Act (Chapter 25:20), as well as for such internal control the Council determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Council is responsible for assessing the University's ability to continue operating as a going concern, disclosing as appropriate, matters related to going concern and using the going concern basis of accounting unless either the Council either intend to liquidate the University or to cease the operations, or have no realistic alternative but to do so.

The financial statements were prepared under the supervision of Dr G. Shoko, Associate Member of the Institute of Bankers Zimbabwe (AIBZ).

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risk of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;
- Obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal controls;
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council; and
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We are required to communicate with the Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We are also required to provide the Council with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

Report on other legal and regulatory requirements

In our opinion, the financial statements have been properly drawn up so as to comply, in all material respects, with the disclosure and presentation requirements of the Zimbabwe Open University Act (Chapter 25:20).

The Engagement Partner responsible for the audit resulting in this independent auditor's report is Tariro Mhuka, Registered Public Auditor, PAAB Practising Certificate number 0423.

AMG Global

**AMG Global
Harare**

23 September 2021


ZIMBABWE OPEN UNIVERSITY

STATEMENT OF FINANCIAL POSITION
as at 31 December 2020

	Note	Inflation adjusted		Historical	
		2020 ZWLS	2019 ZWLS	2020 ZWLS	2019 ZWLS
ASSETS					
Non-current assets					
Property and equipment	3	1 479 761 353	642 984 059	1 437 169 702	18 593 416
Intangible assets	4	1 962 878	7 234 584	1 962 878	233 437
Biological assets	5	1 169 889	1 275 833	1 169 889	284 150
		<u>1 482 894 120</u>	<u>651 494 476</u>	<u>1 440 302 469</u>	<u>19 111 003</u>
Current assets					
Inventories	6	4 826 262	4 728 536	3 311 325	651 489
Biological assets	5	582 602	461 967	582 602	102 888
Trade and other receivables	7	68 513 742	15 958 935	68 513 742	3 554 328
Cash and cash equivalents		57 307 170	12 453 575	57 307 170	2 773 624
		<u>131 229 776</u>	<u>33 603 013</u>	<u>129 714 839</u>	<u>7 082 329</u>
Total assets		<u>1 614 123 896</u>	<u>685 097 489</u>	<u>1 570 017 308</u>	<u>26 193 332</u>
RESERVES AND LIABILITIES					
Reserves					
Reserves per statement of changes in funds		1 414 587 179	493 814 239	1 437 685 704	(2 551 443)
Non-current liabilities					
Other financial liabilities	8	793 020	2 450 283	793 020	545 720
Deferred income – Government grant	9	67 272 682	69 090 863	1 836 125	1 885 750
Obligations under finance leases	10	8 816 049	39 565 947	8 816 049	8 812 015
Long-term portion of loans payable	11	8 304 812	1 161 745	8 304 812	258 740
		<u>85 186 563</u>	<u>112 268 838</u>	<u>19 750 006</u>	<u>11 502 225</u>
Current liabilities					
Trade and other payables	12	72 598 198	42 052 924	72 598 198	9 365 908
Provisions	13	34 602 745	28 586 932	34 602 745	6 366 800
Other financial liabilities	8	589 920	1 625 470	589 920	362 020
Deferred income – government grant	9	1 818 181	1 818 181	49 625	49 625
Obligations under finance leases	10	2 416	322 773	2 416	71 887
Short-term portion of loans payable	11	4 738 694	831 189	4 738 694	185 120
Bank overdraft		-	3 776 943	-	841 190
		<u>114 350 154</u>	<u>79 014 412</u>	<u>112 581 598</u>	<u>17 242 550</u>
Total liabilities		<u>149 869 082</u>	<u>191 283 246</u>	<u>132 331 604</u>	<u>28 744 775</u>
Total reserves and liabilities		<u>1 614 123 896</u>	<u>685 097 489</u>	<u>1 570 017 308</u>	<u>26 193 332</u>


.....

Council Chairperson


.....

Vice-Chancellor


.....

Bursar

23 September 2021

ZIMBABWE OPEN UNIVERSITY

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME
year ended 31 December 2020

	Note	Inflation adjusted		Historical	
		2020 ZWLS	2019 ZWLS	2020 ZWLS	2019 ZWLS
INCOME					
Revenue	14	714 613 769	776 386 428	405 902 106	60 860 943
Operating expenses	15	(582 199 761)	(750 245 463)	(348 324 024)	(65 861 059)
Surplus/(loss) on disposal of property and equipment		2 756 013	(75 733)	908 659	3 617
Operating surplus		<u>135 170 021</u>	<u>26 065 232</u>	<u>58 486 741</u>	<u>(4 996 499)</u>
Fair value (loss)/gain on biological assets		(670 848)	1 063 412	885 739	236 840
Fair value adjustment on intangible assets		1 609 196	-	1 954 212	-
Foreign currency translation gain		8 854 843	12 889 488	9 608 088	2 870 710
Net finance costs	16	(5 950 451)	(36 275 186)	(4 118 909)	(2 414 756)
Surplus/(deficit) for the year		<u>139 012 761</u>	<u>3 742 946</u>	<u>66 815 871</u>	<u>(4 303 705)</u>
Net (loss)/gain on monetary position		(51 956 395)	320 847 654	-	-
Other comprehensive income:					
Revaluation surplus		833 716 574	-	1 373 421 276	-
Total comprehensive income/(loss) for the year		<u><u>920 772 940</u></u>	<u><u>324 590 600</u></u>	<u><u>1 440 237 147</u></u>	<u><u>(4 303 705)</u></u>

ZIMBABWE OPEN UNIVERSITY

STATEMENT OF CHANGES IN RESERVES
year ended 31 December 2020

	Revaluation surplus ZWLS	Other reserve ZWLS	Total reserve ZWLS	Accumulated fund ZWLS	Total ZWLS
INFLATION ADJUSTED					
Balances as at 31 December 2018	58 508 983	110 695 077	169 204 060	19 579	169 223 639
Total comprehensive income for the year	-	-	-	324 590 600	324 590 600
Balances as at 31 December 2019	58 508 983	110 695 077	169 204 060	324 610 179	493 814 239
Total comprehensive income for the year	833 716 574	-	833 716 574	87 056 366	920 772 940
Balance as at 31 December 2020	892 225 557	110 695 077	1 002 920 634	411 666 542	1 414 587 179
HISTORICAL					
Balances as at 31 December 2018	1 431 610	2 708 509	4 140 119	(2 387 857)	1 752 262
Total comprehensive income for the year	-	-	-	(4 303 705)	(4 303 705)
Balances as at 31 December 2019	1 431 610	2 708 509	4 140 119	(6 691 562)	(2 551 443)
Total comprehensive income for the year	1 373 421 276	-	1 373 421 276	66 815 871	1 440 237 147
Balance as at 31 December 2020	1 374 852 886	2 708 509	1 377 561 395	60 124 309	1 437 685 704

ZIMBABWE OPEN UNIVERSITY

STATEMENT OF CASH FLOWS

year ended 31 December 2020

	Note	Inflation adjusted		Historical	
		2020 ZWLS	2019 ZWLS	2020 ZWLS	2019 ZWLS
NET CASH FLOWS FROM OPERATING ACTIVITIES					
Operating cash flows					
Operating surplus/(deficit)		139 012 761	3 762 503	66 815 871	(4 303 705)
Adjustments for:					
Depreciation on property and equipment		66 184 255	36 825 961	6 815 196	1 074 067
Provisions		-	17 342 306	-	3 862 429
Finance costs		5 950 451	36 309 270	4 118 909	2 418 071
Fair value adjustment on intangible assets		(1 609 196)	-	(1 954 212)	-
Fair value gain on biological assets		(670 848)	(1 063 412)	(885 739)	(236 840)
Deferred income		(1 818 181)	(1 818 181)	(49 625)	(49 625)
(Profit)/loss on disposal of assets		(2 756 013)	75 733	(908 659)	(3 617)
(Profit)/loss on disposal of intangible assets		(661 538)	-	71 104	-
Net monetary (loss)/gain		(50 397 598)	-	-	-
Net operating cash flows before reinvestment in working capital		154 575 789	91 434 180	74 022 845	2 760 780
Increase in inventories		(97 726)	(4 093 614)	(2 659 837)	(628 718)
(Increase)/decrease/in trade and other receivables		(52 554 807)	25 648 294	(64 959 414)	(2 062 115)
(Decrease)/increase in trade and other payables		36 561 087	(78 209 254)	91 468 235	5 052 792
Net cash generated from operations		138 484 343	34 779 606	97 871 829	5 122 739
NET CASH FLOWS FROM INVESTING ACTIVITIES					
Acquisition of property and equipment		(63 335 855)	(31 063 944)	(51 846 343)	(2 633 123)
Acquisition of intangible asset		-	(661 539)	-	(77 568)
Acquisition of biological assets		(921 261)	(461 967)	(479 714)	(102 888)
Proceeds from disposal of property and equipment		3 066 258	-	938 464	-
Net cash flows from investing activities		(61 190 858)	(32 187 450)	(51 387 593)	(2 813 579)
NET CASH FLOW FROM FINANCING ACTIVITIES					
Proceeds from long term borrowings		11 050 572	2 515 659	13 500 000	560 280
Monetary gain on financial liabilities		-	(4 063 778)	-	-
Payments of obligations under finance leases		(31 070 255)	(261 610)	(64 437)	(58 265)
Other financial liabilities		(2 692 813)	-	475 200	-
Repayment of loans payable		-	(2 188 929)	-	(124 500)
Finance costs paid		(5 950 451)	(36 309 270)	(4 118 909)	(2 418 071)
Net cash flows from financing activities		(28 662 947)	(40 307 928)	8 890 500	(1 199 366)
INCREASE/(DECREASE) IN CASH AND CASH EQUIVALENTS					
		48 630 538	(37 715 772)	55 374 736	1 109 794
Cash and cash equivalents at the beginning of the year		8 676 632	46 392 404	1 932 434	1 663 830
Cash and cash equivalents at the end of the year		57 307 170	8 676 632	57 307 170	1 932 434

ZIMBABWE OPEN UNIVERSITY

ACCOUNTING POLICIES

31 December 2020

The principal accounting policies of the University, which are set out below, are consistently applied in all material respects in the preparation of the University's financial statements.

BASIS OF PREPARATION

The financial statements are presented in Zimbabwe dollars. They are based on the historical cost convention and adjusted to take account of the effects of inflation in accordance with International Accounting Standards (IAS) 29 (Financial Reporting in Hyperinflationary Economies). The adjusted amounts are presented side by side with the unadjusted figures from where they are derived. The inflation adjusted financial statements constitute the University's primary financial statements whilst the historical cost financial statements are supplementary.

The economy in Zimbabwe is considered to be hyperinflationary. IAS 29 requires that financial statements prepared in the currency of a hyperinflationary economy be stated in terms of the measuring unit current at the balance sheet date, and that corresponding figures be stated in terms of the same measuring unit.

Accordingly, these financial statements have been adjusted, to take account of the changes in the general purchasing power of the Zimbabwe dollar and, as a result, are stated in terms of the measuring unit current at the balance sheet date. The adjustments are based on conversion factors derived from the Zimbabwe Consumer Price Index (CPI) compiled by the Zimbabwe Central Statistical Office and published on the Reserve Bank of Zimbabwe's website. The indices and conversion factors applied, are disclosed by way of a note.

The main procedures applied in the adjustments of transactions and balances are as follows:

- Monetary assets and liabilities as at the end of the current year being reported on are not adjusted because they are already stated in terms of the measuring unit current at balance sheet date;
- Non-monetary assets and liabilities, and components of accumulated funds, are adjusted by applying the change in the index from the date/month of the transaction or, if applicable, from the date of their most recent revaluation to the balance sheet date;
- Equipment and intangible assets are adjusted by applying the change in the index from the date of transaction, or if applicable, from the date of their most recent/last revaluation, to the balance sheet date. Depreciation and amortization amounts are based on the adjusted amounts;
- Statement of comprehensive income items/transactions, except depreciation and amortization charges as explained above, are adjusted by applying the monthly price indices for the respective months when the income and/or expenses were incurred.
- Gains and losses arising from the net monetary asset or liability positions are included in the profit and loss statement; and
- All items in the cash flow statement are expressed in terms of the measuring unit current at the balance sheet date.

FUNCTIONAL AND PRESENTATION CURRENCY

These financial statements are presented in Zimbabwe Dollars (ZWL\$) which is the University's functional and presentation currency.

ZIMBABWE OPEN UNIVERSITY

ACCOUNTING POLICIES

31 December 2020

REVENUE RECOGNITION

Revenue represents amounts receivable in the ordinary course of business from the provision of education services, hire of halls of residence and grants received from the Government. The steps applied in recognising revenue are as follows: (a) Identify the contract(s) with a customer, (b) Identify the performance obligations in the contract, (c) Determine the transaction price, (d) Allocate the transaction price to the performance obligations in the contract, and (e) Recognise revenue when the entity satisfies a performance obligation. When a performance obligation is satisfied, the University recognise as revenue the amount of the transaction price that is allocated to that performance obligation

Government grants related to income

Government grants intended for recurrent expenditure are recognized as income in the statement of profit or loss and other comprehensive income in the period in which they are received.

Government grants related to assets

Grants that are intended for capital expenditure are recognized as deferred income. Deferred income is amortised through the statement of profit or loss and other comprehensive income over the useful lives of the assets financed by the grants.

Other grants

Grants and donations other than from Government are accounted for on a receipt basis under Specific Funds.

Student fees income

The student fees income is accounted for on an accrual basis and it is recognised when the amount can be measured reliably and it is probable that the University will receive any consideration. Student fees are recorded as income in the period to which they relate. Deposits received in advance from students are recognised as income upon registration in the period they relate to.

Rental income

Rental income is accounted for on an accrual basis.

Halls of residence

Revenue from halls of residence is recognised on accrual basis, when a customer has entered into a contract with the University.

Interest income

Interest income is recognised on a time proportion basis taking into account the principal outstanding and effective rate over the period to maturity.

BIOLOGICAL ASSETS

Biological assets comprise of livestock and seasonal crops. Livestock comprises cattle, sheep, goats and pigs. Livestock is valued at its fair value. Crops are recognized up to the point of harvest, at cost incurred to produce the crop. After harvest, crops are accounted for as inventories. Gains or losses on revaluation are included in profit or loss for the period in which they arise.

ZIMBABWE OPEN UNIVERSITY

ACCOUNTING POLICIES

31 December 2020

PROPERTY AND EQUIPMENT ("PE")

Recognition

Items of PE are recognised as an asset when:

- It is probable that future economic benefits associated with the item will flow to the entity; and
- The cost of the item can be measured reliably.

Measurement

Property and equipment is initially recognised at cost. As well as the purchase price, cost includes directly attributable costs and the estimated present value of any future unavoidable costs of dismantling and removing items. The corresponding liability is recognised within provisions.

Property and equipment is subsequently carried at fair value, based on periodic valuations by a professionally qualified valuer. These revaluations are made with sufficient regularity to ensure that the carrying amount does not differ materially from that which would be determined using fair value at the end of the reporting period. Changes in fair value are recognised in other comprehensive income and accumulated in the revaluation reserve except to the extent that any decrease in value in excess of the credit balance on the revaluation reserve, or reversal of such a transaction, is recognised in profit or loss.

Depreciation

Land is not depreciated. Depreciation on assets under construction does not commence until they are complete and available for use. Depreciation is provided on all other items of property and equipment so as to write off their carrying value over their expected useful economic lives. It is provided at the following rates:

Item	Average use life
Land	Not depreciated
Buildings	40 years
Furniture and fixtures	10 years
Motor vehicles	5 years
IT equipment	3-5 years
Farm equipment	3-10 years

At the date of revaluation, the accumulated depreciation on the asset is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset. The excess depreciation on revalued property and equipment, over the amount that would have been charged on a historical cost basis, is transferred from the revaluation reserve to retained earnings when the property and equipment are expensed through the statement of profit or loss and other comprehensive income (e.g. depreciation, impairment). On disposal of the asset the balance of the revaluation reserve is transferred to retained earnings.

Impairment

The carrying amounts of the University's assets are reviewed at each balance sheet date to determine whether there is any indication of impairment. If any such indication exists, the assets' recoverable amounts are estimated. An impairment loss is recognised whenever the carrying amount of an asset exceeds its recoverable amount. Impairment losses are recognised in the statement of comprehensive income.

ZIMBABWE OPEN UNIVERSITY

ACCOUNTING POLICIES

31 December 2020

Calculation of recoverable amount

The recoverable amount of items of property and equipment is the greater of the net selling price and value in use. In assessing value in use, the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risk specific to the asset.

Reversal of impairment

Any impairment losses previously recognised are reversed if there has been a change in the estimates used to determine the recoverable amount. The increased carrying amount of an asset due to a reversal of an impairment loss should not exceed the carrying amount that would have been determined, net of depreciation, had no impairment loss been recognised for the asset in prior years.

De-recognition of PE

PE is de-recognised when the asset is disposed of or retired from use and/or when no future economic benefits are expected from its use or disposal. The gain or loss on disposal is included in the profit or loss in the period the PE item is de-recognised.

INVENTORIES

Stationery and other consumables

Stationery and other consumables are measured on the First-In-First-Out basis less any inventory write downs. Cost comprises all costs of purchase, costs of conversion and other costs incurred in bringing the inventories to their present location and condition.

EMPLOYEE RETIREMENT BENEFITS

Contributions to defined contribution pension schemes are charged to the statement of profit or loss and other comprehensive income in the year to which they relate.

CASH AND CASH EQUIVALENTS

Cash and cash equivalents include cash on hand, deposits held on call with banks, other short term highly liquid investments readily convertible to known amounts of cash with original maturities of three months or less and-for the purpose of the cash flow statement it includes bank overdraft.

FINANCIAL INSTRUMENTS

Recognition

Financial assets and financial liabilities are recognised in the University's statement of financial position when the University becomes a party to the contractual provisions of the financial instrument.

Measurement

Financial instruments are initially measured at fair value, which includes transactions costs and recognized in the financial statements when the University becomes part to the contractual provisions of the instrument. Subsequent to initial recognition of these instruments, they are measured as set out below:

ZIMBABWE OPEN UNIVERSITY

ACCOUNTING POLICIES

31 December 2020

Loans and receivables

These assets are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. They arise principally through the provision of services to customers. They are initially recognised at fair value plus transaction costs that are directly attributable to their acquisition or issue, and are subsequently carried at amortised cost using the effective interest rate method, less provision for impairment.

Derecognition of financial assets

Investments are derecognized when the rights to receive cash flows from the investments have expired or where they have been transferred and the University has also transferred substantially all risks and rewards of ownership. Gains and losses are recognised in the statement of profit or loss and other comprehensive income when the financial assets are derecognized or impaired, as well as through the amortisation process.

Impairment of financial assets

A financial asset is deemed to be impaired when its carrying amount is greater than its estimated receivable amount, and there is evidence to suggest that the impairment occurred subsequent to the initial recognition of the asset in the financial statements.

Financial liabilities

The University classifies its financial liabilities into one of two categories, depending on the purpose for which the liability was acquired.

Fair value through profit or loss

This category comprises financial liabilities that are carried in the statement of financial position at fair value with changes in fair value recognised in the statement of profit or loss and other comprehensive income.

Other financial liabilities

Other financial liabilities include trade payables and other short-term monetary liabilities, which are initially recognised at fair value and subsequently carried at amortised cost using the effective interest method.

CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent liabilities are potential obligations that arise from past events and whose existence will only be confirmed by the occurrence of one or more uncertain future events that, however, are beyond the control of the University. Furthermore, present obligations may constitute contingent liabilities if it is not probable that an outflow of resources will be required to settle the obligation, or a sufficiently reliable estimate of the amount of the obligation cannot be made.

Provision for this litigation would be made at such a time as an unfavourable outcome becomes probable and the amount reasonably estimated.

Contingent assets are possible assets whose existence will only be confirmed by future events not wholly within the control of the University and are not recognised as assets until the realisation of income is virtually certain.

SPECIFIC FUNDS

Specific funds represent funds provided to the University by various people and organisations for specific purposes. In order to ensure observance of limitations and restrictions placed on the use of resources, the specific funds are maintained in accordance with the principles of fund accounting. Revenue received for these items and disbursements to authorised recipients are recognised directly into reserves.

ZIMBABWE OPEN UNIVERSITY

ACCOUNTING POLICIES

31 December 2020

FOREIGN CURRENCIES

Monetary assets and liabilities as at year end are translated into United States Dollars currency at rates of exchange ruling at the year-end. Transactions during the year are converted at the rates of exchange ruling at the dates of the transactions. Exchange rate differences arising on the translation of monetary assets and liabilities are included in the statement of comprehensive income.

BORROWING COSTS

Borrowing costs that are directly attributable to the acquisition, construction or production of a qualifying asset form part of the cost of that asset. Other borrowing costs are expensed in the year in which they are incurred.

PROVISIONS

Provisions are recognised when the University has a present obligation as a result of a past event, it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate can be made of the amount of the obligation.

TAXATION

The University is exempt from corporate tax as provided for in Section 14 and the Third Schedule of the Income Tax Act (Chapter 23:06).

SIGNIFICANT JUDGEMENTS IN APPLYING THE UNIVERSITY'S ACCOUNTING POLICIES

In preparing the financial statements, management is required to make estimates and assumptions that affect the amounts presented in the financial statements and related disclosures. Use of available information and the application of judgment is inherent in the formation of estimates. Actual results in the future could differ from these estimates which may be material to the financial statements. Significant judgments include:

(a) Impairment of trade receivables

The University assesses its trade receivables for impairment at each statement of financial position date. In determining whether an impairment loss should be recorded in the statement of profit or loss and other comprehensive income, the University makes judgments as to whether there is observable data indicating a measurable decrease in the estimated future cash flows from a financial asset.

(b) Impairment testing of property and equipment

The University reviews and tests the carrying value of assets when events or changes in circumstances suggest that the carrying amount may not be recoverable.

(c) Residual values and useful lives

The University is required to assess residual values and the remaining useful lives of its property and equipment on an annual basis. This affects the amount of depreciation that is recognized in the statement of profit or loss and other comprehensive income. Management assessed residual values at nil for all assets as it intends to use the assets until the end of their economic useful lives.

ZIMBABWE OPEN UNIVERSITY

ACCOUNTING POLICIES

31 December 2020

(d) Valuation of property and equipment

The University obtains valuations performed by external valuers in order to determine the fair value of its property and equipment. These valuations are made with reference to market evidence of transaction prices for similar properties. The assets have a restricted use and do not have a ready market. In that regard, the derived revalued carrying amount cannot always be substantiated by comparison with independent markets and, in many cases, may not be capable of being realised immediately. The lack of comparable market transactions has resulted in a greater level of professional judgement being relied upon in arriving at valuations. Changes in the underlying assumptions could have a significant impact on the fair values presented.

(e) Going concern assessment

The University assesses its going concern at each reporting date. Going concern assessment is an area involving management judgment requiring assessment as to whether the carrying amount of the assets can be supported by the net present value of future cash flows derived from such assets using cash flow projections which have been discounted at an appropriate rate.

ZIMBABWE OPEN UNIVERSITY

NOTES ON THE FINANCIAL STATEMENTS

31 December 2020

1 INCORPORATION AND ACTIVITIES

The University's principal activities include the advancement of knowledge, the diffusion and extension of arts, science and learning, the preservation, dissemination and enhancement of knowledge that is relevant for the development of the people of Zimbabwe through teaching and research and, so far as is consistent with those objectives, the nurturing of the intellectual, aesthetic, social and moral growth of the students at the University.

2 INFLATION ADJUSTMENT FACTORS

The Consumer Price Indices (CPI's) presented below, as compiled by the Zimbabwe National Statistical Agency ("ZIMSTAT") and the conversion factors derived therefrom, have been applied in adjusting the historical financial statement figures as required per IAS 29.

Dates	Indices	Conversion factors
31 December 2020	2 474.50	1.00
31 December 2019	551.60	4.49
31 December 2018	88.80	27.86
Average CPI for 2020	1 579.09	1.56

ZIMBABWE OPEN UNIVERSITY

NOTES ON THE FINANCIAL STATEMENTS

3 PROPERTY AND EQUIPMENT

3.1 Inflation adjusted

	Land ZWLS	Buildings ZWLS	Furniture and fixtures ZWLS	Motor vehicles ZWLS	IT equipment ZWLS	Farm equipment ZWLS	Work in progress ZWLS	Heavy duty ZWLS	Office equipment ZWLS	Other assets ZWLS	Solar equipment ZWLS	Total ZWLS
3.1.1 Cost/valuation												
At 31 December 2018	30 330 152	380 448 705	6 525 573	15 137 290	7 759 161	5 337 290	25 097 259	28 816	191 780	487 887	-	471 343 913
Additions	-	530 449	1 035 699	14 776 783	8 569 651	461 837	4 941 371	-	86 957	661 194	-	31 063 941
Inflation adjustment	14 113 062	169 080 554	38 423 682	50 945 165	66 493 042	1 936 245	7 879 820	148 777	1 259 632	4 567 832	-	354 847 811
Disposals	-	-	-	(2 388 725)	(233 502)	-	-	-	-	-	-	(2 622 227)
At 31 December 2019	44 443 214	550 059 708	45 984 954	78 470 513	82 588 352	7 735 372	37 918 450	177 593	1 538 369	5 716 913	-	854 633 438
Additions	1 666 057	2 117 635	2 875 082	29 339 377	5 460 383	-	17 721 171	355 094	26 426	-	3 774 631	63 335 856
Revaluation	251 378 196	430 982 560	(13 603 019)	(34 745 576)	(64 898 259)	5 316 340	-	388 803	(1 406 481)	-	(1 953 872)	571 458 692
Disposals	-	-	-	(3 925 757)	(23 963)	-	-	-	-	(5 716 913)	-	(9 666 633)
At 31 December 2020	297 487 467	983 159 903	35 257 017	69 138 557	23 126 513	13 051 712	55 639 621	921 490	158 314	-	1 820 759	1 479 761 353
3.1.2 Depreciation												
At 31 December 2018	-	(20 917 675)	(30 164 538)	(55 953 316)	(69 981 267)	(251 849)	-	(300 784)	(1 752 832)	(3 160 035)	-	(182 482 296)
Charge for the year	-	(13 738 233)	(1 942 913)	(7 925 676)	(3 710 327)	(638 258)	-	-	(91 611)	(2 556 878)	-	(30 603 896)
Disposals	-	-	-	1 273 983	162 830	-	-	-	-	-	-	1 436 813
At 31 December 2019	-	(34 655 908)	(32 107 451)	(62 605 009)	(73 528 764)	(890 107)	-	(300 784)	(1 844 443)	(5 716 913)	-	(211 649 379)
Revaluation	-	48 460 342	36 993 454	80 547 130	91 118 893	1 663 644	-	354 053	2 365 440	-	754 926	262 257 882
Charge for the year	-	(13 804 434)	(4 886 003)	(21 561 978)	(17 609 747)	(773 537)	-	(53 269)	(520 997)	-	(754 926)	(59 964 891)
Disposals	-	-	-	3 619 857	19 618	-	-	-	-	5 716 913	-	9 356 388
As at 31 December 2020	-	-	-	-	-	-	-	-	-	-	-	-
3.1.3 Net book amount												
As at 31 December 2020	297 487 467	983 159 903	35 257 017	69 138 557	23 126 513	13 051 712	55 639 621	921 490	158 314	-	1 820 759	1 479 761 353
As at 31 December 2019	44 443 214	515 403 800	13 877 503	15 865 504	9 059 388	6 845 265	37 918 450	(123 191)	(306 074)	(1 818 761)	-	642 984 059

ZIMBABWE OPEN UNIVERSITY

NOTES ON THE FINANCIAL STATEMENTS

3.2 Historical

	Land ZWLS	Buildings ZWLS	Furniture and fixtures ZWLS	Motor vehicles ZWLS	IT equipment ZWLS	Farm equipment ZWLS	Work in progress ZWLS	Heavy duty ZWLS	Office equipment ZWLS	Other assets ZWLS	Solar equipment ZWLS	Total ZWLS
3.2.1 Cost/valuation												
At 31 December 2018	1 087 769	14 136 650	1 058 280	1 881 829	1 864 650	198 528	900 095	6 925	46 088	117 247	-	21 298 061
Additions	-	118 140	151 534	634 248	1 236 058	54 618	330 614	-	12 542	95 369	-	2 633 123
Disposals	-	-	-	(58 930)	(5 713)	-	-	-	-	-	-	(64 643)
At 31 December 2019	1 087 769	14 254 790	1 209 814	2 457 147	3 094 995	253 146	1 230 709	6 925	58 630	212 616	-	23 866 541
Additions	984 508	1 483 139	2 611 611	26 790 827	4 390 022	-	11 817 262	355 094	12 898	-	3 400 984	51 846 345
Reclassification	2 530 000	(2 530 000)	-	-	-	-	-	-	-	-	-	-
Revaluation	292 885 190	969 951 974	31 435 592	40 269 325	15 642 965	12 798 566	-	559 471	86 785	-	(1 580 225)	1 362 049 643
Disposals/write offs	-	-	-	(378 742)	(1 469)	-	-	-	-	(212 616)	-	(592 827)
At 31 December 2020	297 487 467	983 159 903	35 257 017	69 138 557	23 126 513	13 051 712	13 047 971	921 490	158 313	-	1 820 759	1 437 169 702
3.2.2 Depreciation												
At 31 December 2018	-	(492 132)	(824 245)	(1 338 941)	(1 569 315)	(7 110)	-	(6 925)	(40 356)	(114 628)	-	(4 393 652)
Charge for the year	-	(353 416)	(44 989)	(250 752)	(143 639)	(18 607)	-	-	(3 547)	(98 985)	-	(913 935)
Disposals	-	-	-	30 447	3 018	-	-	-	-	997	-	34 462
At 31 December 2019	-	(845 548)	(869 234)	(1 559 246)	(1 709 936)	(25 717)	-	(6 925)	(43 903)	(212 616)	-	(5 273 125)
Elimination on revaluation	-	1 164 235	1 213 921	2 576 445	3 877 977	2 369 934	-	22 125	84 178	-	62 818	11 371 633
Charge for the year	-	(318 687)	(344 687)	(1 366 429)	(2 169 216)	(2 344 217)	-	(15 200)	(40 275)	-	(62 818)	(6 661 529)
Disposals/write off	-	-	-	349 230	1 175	-	-	-	-	212 616	-	563 021
As at 31 December 2020	-	-	-	-	-	-	-	-	-	-	-	-
3.2.3 Net book amount												
As at 31 December 2020	297 487 467	983 159 903	35 257 017	69 138 557	23 126 513	13 051 712	13 047 971	921 490	158 313	-	1 820 759	1 437 169 702
As at 31 December 2019	1 087 769	13 409 242	340 580	897 901	1 385 059	227 429	1 230 709	-	14 727	-	-	18 593 416

ZIMBABWE OPEN UNIVERSITY

NOTES ON THE FINANCIAL STATEMENTS

4 INTANGIBLE ASSETS

	Website ZWLS	Application online ZWLS	ARIS ZWLS	MYVISTA ZWLS	Integration on line ZWLS	Call Centre Software ZWLS	ID card system ZWLS	Total ZWLS
4.1 Inflation adjusted								
At 1 January 2019	80 982	161 963	4 049 082	6 073 623	1 619 633	-	809 816	12 795 099
Additions	-	-	-	-	-	661 538	-	661 538
Amortisation charge for the year	(26 989)	(53 983)	(2 024 541)	(3 036 812)	(809 816)	-	(269 912)	(6 222 053)
Net carrying amount at 31 December 2019	53 993	107 980	2 024 541	3 036 811	809 817	661 538	539 904	7 234 584
Disposal	-	(107 980)	-	-	107 980	(661 538)	-	(661 538)
Fair value adjustment	381 907	-	817 866	408 933	109 582	-	(109 092)	1 609 196
Amortisation for the year	(26 967)	-	(2 024 541)	(3 036 811)	(863 806)	-	(267 239)	(6 219 364)
Closing balance	408 933	-	817 866	408 933	163 573	-	163 573	1 962 878
4.1.2 Historical								
At 1 January 2019	2 000	4 000	100 000	150 000	40 000	-	20 000	316 000
Additions	-	-	-	-	-	77 568	-	77 568
Amortisation charge for the year	(667)	(1 333)	(50 000)	(75 000)	20 000	(6 464)	(6 667)	(160 131)
Net carrying amount at 31 December 2019	1 333	2 667	50 000	75 000	20 000	71 104	13 333	233 437
Disposal	-	(2 667)	-	-	2 667	(71 104)	-	(71 104)
Fair value adjustment	408 267	-	817 866	408 933	162 239	-	150 907	1 954 212
Amortisation charge for the year	(667)	-	(50 000)	(75 000)	(21 333)	-	(6 667)	(153 667)
Net carrying amount at 31 December 2020	408 933	-	817 866	408 933	163 573	-	163 573	1 962 878

In previous periods, the useful life of intangible assets was considered indefinite. It was not bound by any expiry period as there was no foreseeable limit to the period over which the asset was expected to generate net cashflows for the University.

Management reviewed its policy on intangible assets in 2019 and reclassified them to assets with a finite life as shown above.

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31 December 2020

	Inflation adjusted		Historical	
	2020 ZWLS	2019 ZWLS	2020 ZWLS	2019 ZWLS
5 BIOLOGICAL ASSETS				
5.1 Analysis				
Goats (note 5.2)	551 432	467 634	551 432	104 1501
Fish (note 5.3)	618 457	808 199	618 457	180 000
Horticulture (note 5.4)	582 602	461 967	582 602	102 888
	<u>1 752 491</u>	<u>1 737 800</u>	<u>1 752 491</u>	<u>387 038</u>
Non-current	(1 169 889)	(1 275 833)	(1 169 889)	(284 150)
Current	<u>582 602</u>	<u>461 967</u>	<u>582 602</u>	<u>102 888</u>
5.2 Goats				
Opening balances	467 634	310 353	104 150	24 350
Purchases	-	129 469	-	5 140
Births	101 841	171 743	75 001	38 250
Deaths	(61 190)	(6 062)	(28 500)	(1 350)
Disposals	(99 853)	(490 334)	(46 500)	(40 740)
Fair value adjustment	143 000	352 465	447 281	78 500
Closing balances	<u>551 432</u>	<u>467 634</u>	<u>551 432</u>	<u>104 150</u>
5.3 Fish				
Opening balances	808 199	640 193	180 000	22 960
Purchases	-	-	-	-
Disposals	(7 070)	(9 891)	(3 458)	(1 300)
Fair value adjustment	(186 129)	177 903	438 458	158 340
Closing balances	<u>615 000</u>	<u>808 204</u>	<u>615 000</u>	<u>180 000</u>
5.4 HORTICULTURE				
Opening balances	461 967	1 388 205	102 888	49 787
Purchases	921 261	461 967	590 552	102 888
Disposals	(172 907)	(378 866)	(110 838)	(49 787)
Fair value adjustment	(627 719)	(1 009 339)	-	-
Closing balances	<u>582 602</u>	<u>461 967</u>	<u>582 602</u>	<u>102 888</u>

5.5 The fair values for livestock and fish were determined by reference to the market price and these valuations were carried out by management. Fair values for crops was determined by management with reference to the maturity profile of the produce at time of reporting and the average selling price obtained from an active market of the produce less costs to sell. Management estimated the cost for planted maize was presumed to be fair value as little biological transformation has taken place at the time of reporting.

	Senga farm ZWLS	Kadoma farm ZWLS	Total ZWLS
5.6 FARM TRADING ACCOUNT			
Sales	295 628	157 872	453 500
Cost of sales	(41 056)	(69 781)	(110 838)
	<u>254 572</u>	<u>88 091</u>	<u>342 663</u>

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31 December 2020

	Inflation adjusted		Historical	
	2020 ZWLS	2019 ZWLS	2020 ZWLS	2019 ZWLS
6 INVENTORIES				
Consumables	3 392 263	4 728 536	2 126 026	651 489
Fuel	703 813	-	509 201	-
Farm inputs	730 186	-	676 098	-
	<u>4 826 262</u>	<u>4 728 536</u>	<u>3 311 325</u>	<u>651 489</u>
7 TRADE AND OTHER RECEIVABLES				
Student fees receivable	54 606 109	25 019 665	54 606 109	5 572 308
Advance to employees	1 018 597	169 596	1 018 597	37 772
Prepayments	14 806 883	806 373	14 806 883	179 593
Deposits	3 163	14 202	3 163	3 163
Other receivables	4 294 460	3 610 180	4 294 460	804 049
	<u>74 729 212</u>	<u>29 620 016</u>	<u>74 729 212</u>	<u>6 596 885</u>
Allowance for credit losses – student fees receivables	(6 215 470)	(13 661 081)	(6 215 470)	(3 042 557)
	<u>68 513 742</u>	<u>15 958 935</u>	<u>68 513 742</u>	<u>3 554 328</u>

All amounts for receivables are short-term. The net carrying value of receivables is a reasonable approximation of fair value. All of University's receivables in the comparative periods have been reviewed for indicators for impairment. The impairment receivables are mostly due from students experiencing financial difficulties.

8 OTHER FINANCIAL LIABILITIES

ZOU students caution fees

Non-current liabilities	793 020	2 450 283	793 020	545 720
Current liabilities	589 920	1 625 470	589 920	362 020
	<u>1 382 940</u>	<u>4 075 753</u>	<u>1 382 940</u>	<u>907 740</u>

The caution fee was established in 2009. Every student is required to pay a once off caution fee of ZWL\$20 on enrolment and this amount is reimbursed after the student has graduated. Caution fees for students that have graduated as at 31 December 2020 and those expected to be graduating in 2021 have been classified as current liabilities. Caution fees for students expected to be graduating after 2021 have been classified as non-current liabilities.

9 DEFERRED INCOME

9.1 Analysis

Opening balance	70 909 044	110 695 113	1 935 375	1 985 000
Amortization during the year	(1 818 181)	(39 786 069)	(49 625)	(49 625)
Closing balance	<u>69 090 863</u>	<u>70 909 044</u>	<u>1 885 800</u>	<u>1 935 375</u>
Non-current portion	67 272 682	69 090 863	1 836 125	1 885 750
Current portion	<u>1 818 181</u>	<u>1 818 181</u>	<u>49 625</u>	<u>49 625</u>

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9.2 The deferred income arose from the grant received from the Government towards the purchase of a building in July 2018. The grant is being recognised as income over 40 years.

	Inflation adjusted		Historical	
	2020 ZWLS	2019 ZWLS	2020 ZWLS	2019 ZWLS
10 OBLIGATIONS UNDER FINANCE LEASE				
10.1 Analysis				
Short term	2 416	322 773	2 416	71 887
Long term	8 816 049	39 565 947	8 816 049	8 812 015
	<u>8 818 465</u>	<u>39 888 720</u>	<u>8 818 465</u>	<u>8 883 902</u>

10.2 The University acquired its head office under a finance lease arrangement. The lease term is 20 years. Interest rate was fixed at the contract date with the lessor having to review the interest on a bi-annual basis and at its sole discretion, provided that the reviewed interest rate should be equal to 6.5% plus Consumer Price Index (CPI) or CABS Mortgage rate applicable to the clients in the category of the purchaser at the time of review, whichever is higher. The contract was revised in 2019, by an addendum, which fixed the interest rate to the CABS mortgage rate.

The University's obligations under finance leases are secured by the lessor's rights over the leased assets.

11 LOANS PAYABLE

11.1 Analysis

CBZ Bank (note 11.2)	12 750 000	-	12 750 000	-
FBC Bank (note 11.3)	293 506	1 992 934	293 506	443 860
	<u>13 043 506</u>	<u>1 992 934</u>	<u>13 043 506</u>	<u>443 860</u>
Long term portion	(8 304 812)	(1 161 745)	(8 304 812)	(258 740)
Current portion	<u>4 738 694</u>	<u>831 189</u>	<u>4 738 694</u>	<u>185 120</u>

11.2 CBZ Bank

This facility was used to purchase contractual vehicles for designated posts. It was a facility of 13.5 million with a 3 year tenure. The facility ends on 30 October 2023.

11.3 FBC Bank

The facility was used to purchase the University's fleet of vehicles. The facility ends on 27 February 2022.

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	Inflation adjusted		Historical	
	2020 ZWLS	2019 ZWLS	2020 ZWLS	2019 ZWLS
12 TRADE AND OTHER PAYABLES				
Payables	5 986 864	12 231 728	5 986 864	2 724 216
Employee accruals	563 636	1 720 827	563 636	383 258
Other creditors	16 233	175 492	16 234	39 085
Salaries and wages	1 075 382	11 917 717	1 075 382	2 654 280
Pay As You Earn (PAYE)	17 249 871	3 585 494	17 249 871	798 551
Loan recoveries	166 890	756 309	166 891	168 443
Zimbabwe Open University Pension Fund	12 408	541 903	12 408	120 691
Students prepayments	47 255 161	10 974 678	47 255 161	2 444 249
Other accruals	271 751	148 777	271 751	33 135
	<u>72 598 198</u>	<u>42 052 925</u>	<u>7 259 198</u>	<u>9 365 908</u>
13 PROVISIONS				
Provisions for gratuity	1 032 889	901 723	1 032 889	200 829
Provisions for audit fees	2 101 774	53 880	2 101 774	12 000
Accumulated leave pay	31 403 576	27 341 697	31 403 576	6 089 465
Provision for legal and other claims	64 506	289 632	64 506	64 506
	<u>34 602 745</u>	<u>28 586 932</u>	<u>34 602 745</u>	<u>6 366 800</u>
14 REVENUE				
14.1 Analysis				
Government grant	316 173 732	403 242 383	201 770 450	35 797 866
Tuition fees	376 130 830	318 416 558	190 027 843	20 506 786
Student representation charge	-	11 186 678	-	670 060
Application fees	583 803	791 829	372 090	77 261
Graduation fees	6 206 261	3 850 566	6 206 261	617 781
Other income (note 14.2)	12 284 434	17 721 802	5 016 853	1 640 452
Affiliate/associate fees	2 490 272	15 910 028	1 996 409	1 108 798
Student administration charges	58 700	4 371 329	58 700	358 850
Farm income	685 737	895 255	453 500	83 089
	<u>714 613 769</u>	<u>776 386 428</u>	<u>405 902 106</u>	<u>60 860 943</u>
14.2 Other income				
Consultancy fees	261 182	86 144	106 666	8 378
Donations	452 608	374 741	184 845	36 446
Rent receivable	7 046 545	6 971 000	2 877 804	677 967
Sundry	4 524 099	10 289 917	1 847 538	1 000 750
	<u>12 284 434</u>	<u>17 721 802</u>	<u>5 016 853</u>	<u>1 640 452</u>

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31 December 2020

	Inflation adjusted		Historical	
	2020 ZWLS	2019 ZWLS	2020 ZWLS	2019 ZWLS
15 OPERATING EXPENSES				
Advertising	1 540 730	3 303 9080	1 389 647	221 385
Auditors remuneration	821 166	357 278	650 000	14 425
Allowances for credit losses	31 705 208	1 271 290	31 705 208	343 879
Amortisation of intangible asset	6 219 364	6 222 053	153 667	160 131
Bank charges	7 143 761	2 269 417	5 079 840	174 691
Venue hire	4 733	688 946	1 225	87 651
Legal and professional fees	5 081 371	7 308 755	3 610 039	500 008
Consumables	8 643 404	20 323 720	6 188 150	1 802 708
Depreciation of property and equipment	59 964 891	30 603 896	6 661 529	913 935
Donations	86 541	521 419	86 254	33 105
Employee costs (note 16)	357 952 211	539 667 486	222 748 505	47 729 278
Examination expenses	9 392 376	12 159 607	7 181 623	1 463 853
Tutorial expenses	440 886	5 074 787	132 430	512 012
Graduation ceremony	4 453 417	5 185 348	4 282 177	972 305
General expenses	2 889 024	532 236	2 885 764	94 199
Modules	14 185	7 386 432	14 185	301 638
SRC expenditure	1 554 551	7 386 135	764 857	546 556
Workshops	153 720	2 127 263	54 883	181 256
Fines and penalties	269 700	989 798	61 460	165 586
Insurance	283 616	377 528	193 847	48 203
IT expenses	1 698 012	14 714 543	1 638 587	1 595 488
Lease rentals on operating lease	10 974 207	7 240 924	6 664 333	950 011
Motor vehicle expenses	14 465 606	15 114 665	10 209 166	1 433 073
Utilities	15 532 295	12 985 834	10 150 950	1 281 153
Other expenses	254 961	815 074	88 715	125 317
Resources mobilization activities	185 266	1 151 394	125 912	86 762
Council meetings	606 009	2 478 350	181 920	172 198
Repairs and maintenance	2 541 885	4 692 593	1 357 028	553 650
Institutional membership	6 934 570	3 231 691	4 470 857	304 021
Staff welfare	4 304 145	1 954 892	2 844 754	196 429
Telephone and fax	19 198 903	5 421 922	11 850 217	386 042
Travel – local	3 409 224	12 827 131	2 516 759	1 171 269
Travel – foreign	1 904 096	11 720 835	1 387 596	1 175 334
Farm expenses	1 575 728	2 138 303	991 938	163 510
	<u>582 199 761</u>	<u>750 245 463</u>	<u>348 324 024</u>	<u>65 861 059</u>
16 NET FINANCING COSTS				
Interest received	753 514	34 084	307 728	3 315
Interest paid	(6 703 965)	(36 309 270)	(4 426 637)	(2 418 071)
	<u>(5 950 451)</u>	<u>(36 275 186)</u>	<u>(4 118 909)</u>	<u>(2 414 756)</u>

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17 EMPLOYEE COSTS

17.1 National Social security Scheme

The University makes contributions to the National Security Scheme, a defined contribution pension scheme promulgated under the National Social Security Act of 1989. The University's obligation under the Scheme is limited to specific contributions as legislated from time to time and are currently 3.5% of pensionable earnings up to a maximum pensionable amount of ZWL700.00 per employee.

Key management of senior staff management refers to the executive management of the University. These are provided for in the Zimbabwe Open University Act (Chapter 25:20), and comprise of Vice Chancellor, two (2) Pro-Vice Chancellors, Registrar, Finance Director, Information and Communication terms of Section 10 of the Zimbabwe Open University Act (Chapter 25:20). During the year substantive Vice Chancellor, Pro-Vice Chancellor Academic Affairs, and Registrar were appointed. The contract of Director Library Services ended during the year and was not renewed.

17.2 Claims against Zimbabwe Open University by former employees

Some litigations are in the process against the University due to unfair dismissal claims raised by former employees. The University's lawyers are of the opinion that the ruling from most of the cases will be in favour of the University. The monetary impact on the financial statements could not be estimated.

18 TREASURY AND FINANCIAL RISK MANAGEMENT

18.1 Risk management framework

The University's Council has overall responsibility for the establishment and oversight of the University's risk management framework. The Council has established the audit and risk management committee, which is responsible for developing and monitoring the University's risk management policies. The committee reports regularly to the Council on its activities. The University's risk management policies are established to identify and analyse the risks faced by the University, to set appropriate risk limits and controls and to monitor risks and adherence to limits.

Risk management policies and systems are reviewed regularly to reflect changes in market conditions and the University's activities. The University, through its training and management standards and procedures, aims to maintain a disciplined and constructive control environment in which all employees understand their roles and obligations. The University audit and risk and management committee also oversees how management monitors compliance with the University's risk management policies and procedures and reviews the adequacy of the risk management framework in relation to the risks face by the University. The University audit and risk management committee is assisted in its oversight role by internal audit. Internal audit undertakes both regular and adhoc reviews of risk management controls and procedures, the results of which are reported to the audit committee.

There are no externally imposed capital requirements

There have been no changes to what the entity manages as capital, the strategy for capital maintenance or externally imposed capital requirements from previous year.

18.2 Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities.

The University's risk to liquidity is a result of the funds available to cover future commitments. The University manages liquidity risk through an ongoing review of future commitments and credit facilities.

The University's exposure to liquidity and cash flow risk is minimal as it has excess funds which are currently held with its bankers and can be liquidated on demand.

The University's operations are mainly cash driven. The liquidity is managed to ensure as far as possible that the University will always have enough liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation.

The cash resources available to the University are considered adequate to meet its short-term liquidity and cash flow requirements

18.3 Credit risk

Credit risk of financial loss to the University if a student or counterparty to a financial instrument fails to meet its contractual obligations and arises principally from the University's receivables from students.

The University is exposed to credit risk arising from student receivables relating to outstanding fees. The University requires students to pay a minimum deposit on registration in respect of fees in order to mitigate the risk. The University's exposure to credit risk is influenced mainly by the individual characteristics of each student. However, management also considers the factors that may influence the credit risk of its student base, including the default of the tertiary sector and the economic outlook of the country.

Credit risk also arises from the University's other financial assets, which comprise cash and cash equivalents and financial assets at fair value through profit or loss. The University places cash and cash deposits only with major financial institutions with good credit ratings.

The carrying amount of financial assets represents the maximum credit exposure

Student fee receivable comprise a widespread student base. Management evaluates credit risk relating to students on an ongoing basis. Adequate allowance is made against any receivables considered highly likely to default.

18.3.1 Financial assets exposed to credit risk at year end at their net amounts Student fees receivables

The University applies the IFRS 9 simplified model of recognising lifetime expected credit losses for student fees receivables as these items do not have a significant financing component.

In measuring the expected credit losses, the student fee receivables have been assessed on a collective basis as they possess the same credit risk characteristics. They have been grouped based on the days past due and according to the maturity profile of the students.

The University uses the provision matrix where expected loss rates are based on the payment profile for fees over the past 48 months before 1 January 2020 and 31 December 2020 respectively as well as the corresponding historical credit losses during that period. The historical rates are adjusted to reflect current and forwarding looking macroeconomic factors affecting the customer's ability to settle the amount outstanding. The University identified the general economic and inflation trends as being the most relevant factors and accordingly adjusts historical loss rates for expected changes in these factors. Given the fact that a student is expected to make full payment before graduation, the University continues to carry an expectation to receive fees payment even after the receivable is past 180 days from the invoice date.

On the above basis the expected credit loss for receivables as at 1 January 2020 and 31 December 2020 was determined as follows.

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31- Dec -20	Trade receivables days past due						Total
	Current	More than 180 days	More than 360 days	More than 540 days	More than 720 days	More than 980 days	
Expected credit loss rate	0.06	0.07	0.08	0.09	0.5	1	
Gross carrying amount	46 595 648	4 142 271	521 354	185 964	179 089	2 981 783	54 606 109
Lifetime expected credit loss	2 795 739	289 959	41 708	16 737	89 545	981 783	2 834 473

31- Dec -19	Trade receivables days past due						Total
	Current	More than 180 days	More than 360 days	More than 540 days	More than 720 days	More than 980 days	
Expected credit loss rate	0.06	0.07	0.08	0.09	0.5	1	
Gross carrying amount	1 572 421	630 477	218 937	145 511	259 898	2 743 518	5 570 762
Lifetime expected credit loss	94 345	44 133	17 515	13 096	129 949	2 743 518	3 042 557

18.4 Interest rate risk

The University did not have significant interest-bearing assets hence the University's income and operating cash flows were not substantially independent of changes in market interest rates.

However, the University's interest rate risk arises from the long-term borrowings and on its finance lease arrangement. Borrowings issued at variable rates expose the University to cash flow interest rate risk. Borrowings issued at fixed rates expose the University to fair value interest rate risk.

18.5 Market price

The University, in 2020, did not have investments in listed equity and therefore did not have exposure to market price risk.

18.6 Foreign exchange risk

This is the risk that the University is exposed to unfavourable exchange rate movements on mismatched spot or forward positions in a foreign currency deal.

The University incurs foreign currency risk when it undertakes transactions in foreign currencies. The University cannot hedge transactions denominated in foreign currency. Forward exchange contracts are not available in Zimbabwe to enable the hedging of foreign currency risk.

Currency risk is, however, managed by ensuring, as far as possible, that available currency denominated liquid assets are reserved for the payment of foreign currency denominated liabilities.

The University reviews its foreign currency exposure, including commitments on an ongoing basis. The University expects its foreign exchange contracts to hedge foreign exchange exposure.

18.7 Fair value measurements

Fair value hierarchy

IFRS 13 specifies a hierarchy of valuation techniques based on whether the inputs to those valuation techniques are observable or unobservable. Fair value measurements are categorised into Level 1, 2 or 3 based on the degree to which the inputs to the fair value measurements are observable and the significance of the inputs to the fair value measurement in its entirety, which are described as follows:

Level 1 inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities that the entity can access at the measurement date;

Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for the asset or liability, either directly or indirectly; and

Level 3 inputs are unobservable inputs for the asset or liability.

In determining the fair values of the biological assets, the University used the Level 3 fair value hierarchy.

19 Going concern

The University's operations have been significantly affected and may continue to be affected by the challenging environment particularly the lack of liquidity in the Zimbabwean economy. However, the Council has a reasonable expectation that the University has adequate resources to continue in operational existence for the foreseeable future. They believe that the preparation of these financial statements on a going concern basis is still appropriate. An important event after the reporting period was the increase in tuition fees by an average of 775%. The increase in tuition fees had a big positive impact on the financial position and liquidity of the University.

Further, the largest amount on current liabilities relates to provision for leave pay which does not materialize as a cash outflow as long the employee remains in employment with the University. As a state institution, the University continues to enjoy the financial support of the government which provides grants to cover employment costs, some operations as well as some capital expenditure.

20 SUBSEQUENT EVENTS – COVID-19

Subsequent to year end, a two month lockdown was called for in the country to try and slow down the spread of the Covid 19 pandemic, which continues to cause widespread economic uncertainty and volatility in financial markets as the measures taken across the globe to try and slow down the spread of the pandemic are impacting both the supply and demand for many goods and services. Although fiscal and monetary policy measures are also being implemented to prop up the economy, many still believe there is a possibility of a global recession.

As at the date of the approval of the financial statements, the process of assessing the full impact of COVID-19 on the Fund's operations is ongoing. The Trustees, however, do not anticipate the COVID-19 to have a significant impact on the Fund's operations, and as result, the going concern assumption adopted in the preparation of these financial statements has not been revised.