

Navigating Digital Transformation in Zimbabwe's Higher and Tertiary Education Post the COVID-19 Pandemic: Lessons from Selected State Universities

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Abstract

Higher and tertiary education sectors in different parts of the world have experienced substantial digital transformations since the emergence of the Coronavirus (COVID-19) pandemic, which forced many higher education institutions (HEIs) to adopt remote teaching and learning systems using relevant technologies. The purpose of this chapter is to examine the scope of digital transformation in HEIs in Zimbabwe, post the COVID-19 pandemic. The study employed a qualitative methodology where purposive sampling was used in selecting students, lecturers and university administrators from whom data was collected through semi-structured interviews and focus group discussions. The study revealed that HEIs in Zimbabwe have committed to embracing digital transformation, but they are financially incapacitated to procure supporting technologies for use by staff, administrators and students. The study recommends that amongst other measures, partnerships with the donor community can help leverage the financial resources to support the digital transformation of HEIs in Zimbabwe.