Challenges in Implementing Education 5.0 in Higher Education in Zimbabwe: A Qualitative Analysis

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ABSTRACT

This study employed constructivism research philosophy and a case study research designto analyse the challenges in implementing education 5.0 in higher education in Zimbabwe. It employed a qualitative methodology including interviews and documentary analysis to gather data from 20participants who were drawn from 5 universities in Zimbabwe. Data were analysed using thematic procedures. The study found that limited technological resources, resistance to change, inadequate budgetary supportand inadequate training among faculty members, were the major challenges affecting the implementation of Education 5.0 in higher education in Zimbabwe. These findings provide evidence-based insights upon which practical recommendations are proffered to help higher education institutions to align their educational practices with the principles of Education 5.0, thereby fostering innovation, student-centered learning, and holistic development in the African higher education landscape, including Zimbabwe. This study contributes to the ongoing discourse on innovative education approaches and their transformative potential in Zimbabwe and beyond.

Keywords: Education 5.0, higher education, innovation, transformative education

INTRODUCTION

The rapid advancements in technology and the changing landscape of education demands the application of new paradigms in teaching and learning in higher education. One such paradigm is Education 5.0, which represents a transformative approach to higher education that integrates emerging technologies, learner-centered pedagogies, and real-world applications. In the context of Zimbabwe like many other countries of the world, where higher education plays a crucial role in shaping the country's socio-economic development, understanding the application, challenges, and implications of Education 5.0 is of paramount importance. This article provides insights into the implementation of Education 5.0 in higher education in Zimbabwe, exploring the challenges encountered, and the potential implications for educational stakeholders. The study analysed the experiences and perspectives of administrators, educators and studentsto provide valuable insights that can inform policy decisions, instructional practices, and the future direction of higher education in Zimbabwe. Ultimately, this study contributes to the ongoing discourse on innovative education approaches and their transformative potential in the Zimbabwean higher education landscape.

Background of the Study

Education systems inspire what students learn, how they learn, why they learn and where they learn, influencing their way of thinking, doing and being.Traditional education approaches in higher education in Zimbabwe were rooted in essentialist and behaviorist philosophies, where the primary focus was on the