

**“THE SKILLS AGENDA: A ZIMBABWEAN
PERSPECTIVE.”**

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Presentation layout

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NATIONAL TECHNICAL VOCATIONAL EDUCATION AND TRAINING POLICY

EDUCATION 5.0 • HERITAGE • INNOVATION • INDUSTRIALISATION

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



THE MODERNISATION & INDUSTRIALISATION
OF ZIMBABWE THROUGH TECHNICAL VOCATIONAL EDUCATION AND TRAINING

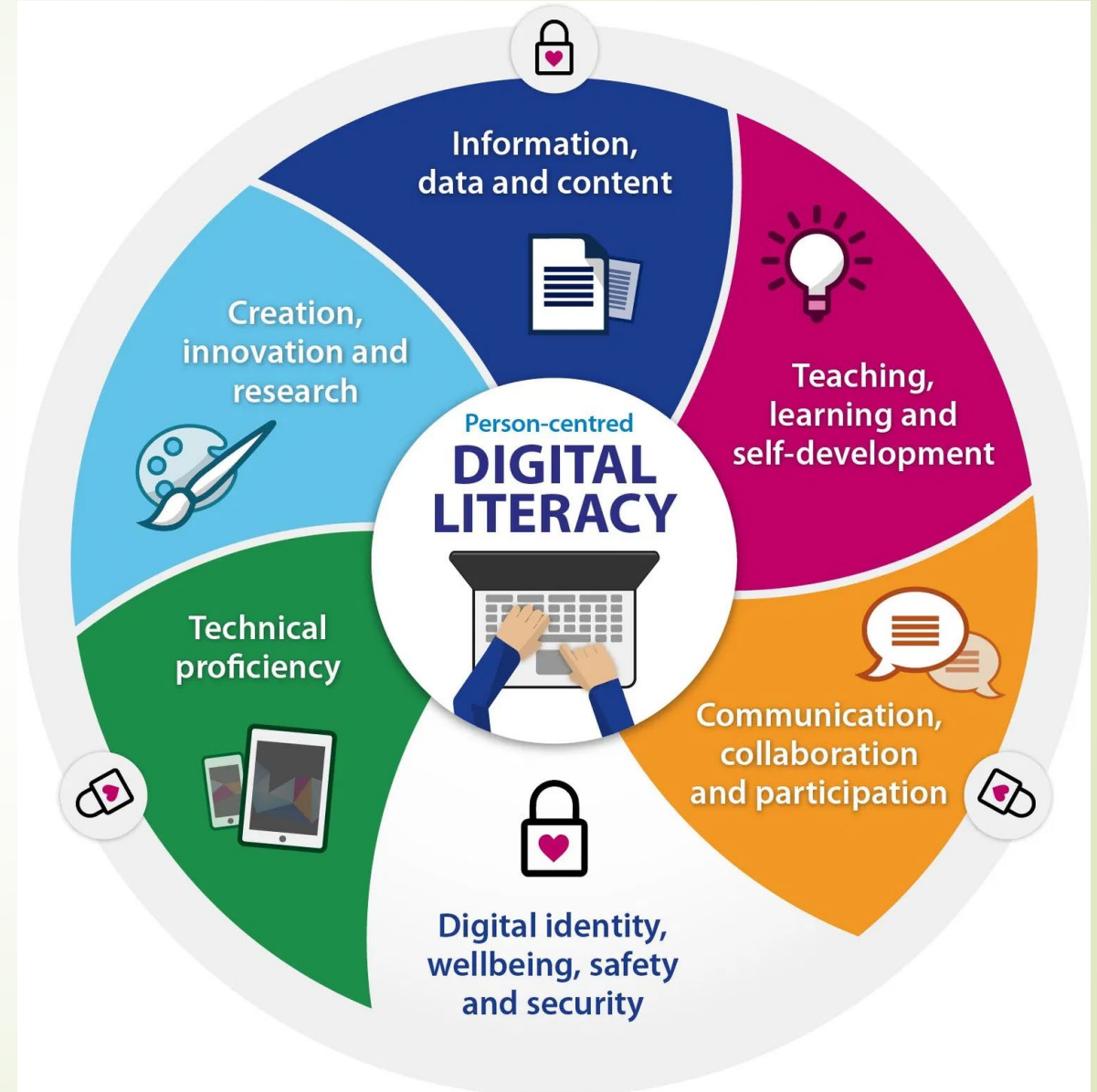
INTRODUCTION

Global labour markets are rapidly transforming due to the Fourth Industrial Revolution.

- Artificial Intelligence, automation and digital technologies are redefining required competencies.

- Zimbabwe is responding through a strong national skills development agenda.

- Technical and Vocational Education and Training (TVET) institutions play a central role in this transformation.



Zimbabwe Vision 2030



- ' Zimbabwe aims to become an Upper Middle-Income Economy by 2030.
- ' His Excellency President Cde Dr Emmerson Dambudzo Mnangagwa called upon Higher and Tertiary Education institutions to produce graduates with relevant skills.
- ' These skills must catalyse industrialisation and enable the production of goods and services for communities.
- ' Bulawayo Polytechnic contributes to this national transformation through skills-based training and innovation.



Zimbabwe Vision 2030

Vision 2030



National Development Strategy (TSP-NDS1 → NDS2)



Heritage Based Education 5.0



TVET Institutions



ISEOP Community Skills Programmes



Industrialisation and Job Creation

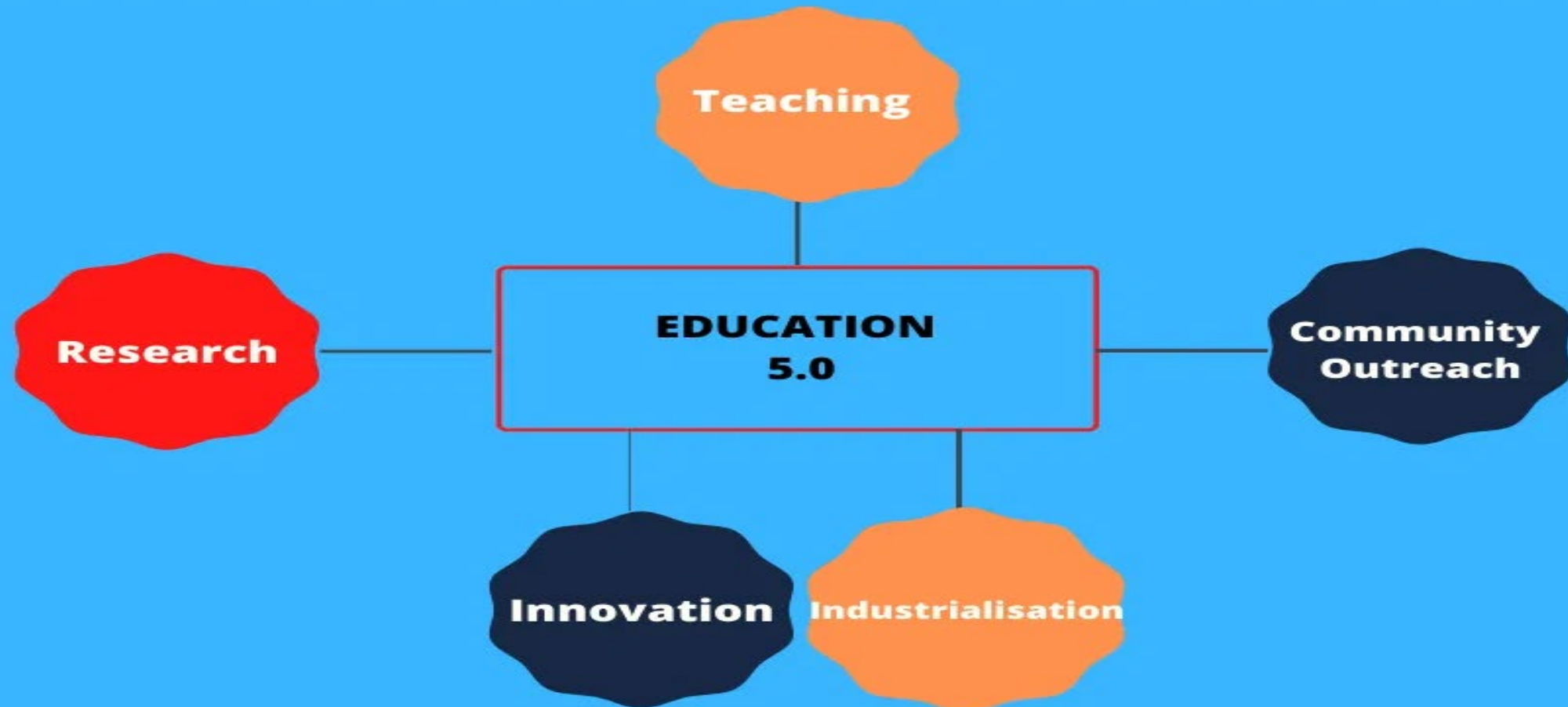
Heritage Based Education 5.0 Framework



- ' Zimbabwe adopted Heritage-Based Education 5.0 to transform higher education.
- ' The framework focuses on five pillars: **Teaching, Research, Community Service, Innovation, and Industrialisation.**
- ' It shifts education from knowledge consumption to knowledge application.
- ' Students are empowered to become job creators rather than job seekers.

Heritage Based Education 5.0 Framework

PROMOTING EDUCATION 5.0



National Development Strategies (NDS1 & NDS2)

- NDS1 (2021–2025) prioritised human capital development and skills training.
- The strategy strengthened the role of TVET institutions in industrialisation.
- NDS2 (2026–2030) continues this trajectory as the vehicle towards Vision 2030.
- Key focus areas include innovation, research, human capital development, and industrial transformation.

Leaving No One and No place Behind!



Zimbabwe's Skills Landscape

- Zimbabwe has a youthful population with significant potential for skills development. (Ministry of Youth Empowerment, 2025)
- A strong informal sector holds a wealth of practical and entrepreneurial skills.
- However, skills mismatches and youth unemployment remain challenges.
- TVET institutions are bridging this gap through competency-based training and outreach programmes.
- Zimbabwe has 8 Polytechnics, 5 Industrial Training Centres, 17 Teachers Colleges, 8 Agricultural Colleges, 45 Nurse training Institutes and 475 Privately owned TVET Institutes



Zimbabwe's Skills Landscape

Tertiary Institutions...(Continued)

POLYTECHNICS

1. Bulawayo
2. Harare
3. Mutare
4. Masvingo
5. Kwekwe
6. Gweru
7. Kushinga Phikelela
8. Joshua Mqabuko Nkomo

TEACHERS COLLEGES

1. Hillside
2. United College of Education
3. Belvedere Technical
4. Mutare
5. Mkoba
6. Bondolfi
7. Madziwa
8. Nyadire
9. Seke
10. Hwange
11. Marymount
12. Morgenster
13. Masvingo
14. Morgan Zintec
15. Joshua Mqabuko
16. Gateway Christian
17. Joshua Mqabuko Nkomo

SPECIAL TVET INSTITUTIONS

1. Zimbabwe School of Mines
2. School of Hospitality & Tourism
3. Shamva Agricultural College
4. Mlezu College of Agriculture
5. Blackfordby College of Agriculture
6. Chibero College of Agriculture
7. Mazoe Veterinary College
8. Forest Industries Training Centre
9. Nursing Schools
10. Zimbabwe Institute of Wildlife Conservation

Integrated Skills Expansion and Outreach Programme

- ISEOP equips citizens with practical skills applicable to producing goods and services.
- The programme integrates formal, informal and non-formal skills training.
- It promotes rural industrialisation and inclusive skills development.
- Communities actively participate in skills identification and project implementation.



OUTCOMES OF ISEOP

1. Rural industrialisation
2. An entrepreneurial and skilled Citizenry
3. Lifelong Learning and workforce adaptability to new technologies
4. Innovation, for increased productivity in rural economies
5. Decent work and employment creation for all citizens



**GOAL, OBJECTIVES &
OUTCOMES OF ISEOP**



TRAINING AREAS AND SKILLS

Training Area	Examples of Skills
Electrical Engineering	Installation, power systems, maintenance
Mechanical Engineering	Machining, fabrication, industrial maintenance
Automotive Engineering	Motor mechanics, auto electrics
Civil & Construction	Bricklaying, carpentry, building technology
Hospitality & Tourism	Hotel management, catering, professional cookery
ICT	Networking, software applications, digital systems

TRAINING AREAS AND SKILLS

ISEOP Community Skills	Examples
Welding	Metal fabrication, gates, structural work
Plumbing	Water systems installation and maintenance
Carpentry	Furniture production, doors and roofing
Baking & Cookery	Bread, pastries and catering services
Dressmaking	Garment production and tailoring
Hairdressing	Salon management and beauty services

Strategic Priorities for Zimbabwe's Skills Agenda

- ' Digital skills development.
- ' Recognition of Prior Learning (RPL) for informal sector skills. (Zimbabwe National Qualifications Framework. (n.d.). (2018). *Recognition of Prior Learning (RPL) Framework*.
- ' Entrepreneurship and innovation for job creation.
- ' Green skills development for sustainable growth.
- ' Public–Private partnerships between industry and institutions.



THE TRANSFORMATIVE ROLE OF TVET

Repositioning
Zimbabwe's Skills
Agenda for Innovation
and Industrialisation

TVET: A DRIVER OF NATIONAL DEVELOPMENT

National Priority

Aligning with the Ministry of Youth Empowerment (2025) to enhance vocational training capacity across Zimbabwe.

Industrialisation

Repositioning TVET institutions as central drivers of innovation and technological advancement in key industries.

Skills Agenda

Equipping learners with practical, job-ready skills to drive inclusive development and economic resilience.

TRANSFORMATION AT BULAWAYO POLYTECHNIC



Modern Curricula

Implementing industry-responsive and competency-based training models to meet modern market demands.



Innovative Learning

Utilising entrepreneurship-focused education and blended learning approaches to foster innovation.



Community Impact

ISEOP-driven outreach programmes providing training, certification, and innovation support to the informal sector.

Regional Collaboration – SADC Skills Agenda



- ❑ Regional integration strengthens skills development across Southern Africa.
- ❑ SADC strategic skills agenda promotes collaboration between institutions.
- ❑ Memoranda of Understanding (MOUs) facilitate student exchange, research collaboration and skills transfer.
- ❑ Bulawayo Polytechnic continues to build partnerships with regional institutions.

Way Forward

- Expand community-based skills training through ISEOP.
- Strengthen industry partnerships to align training with labour market needs.
- Promote innovation hubs and industrial parks within institutions.
- Enhance regional and international collaboration on skills development.

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2023



ZIMBABWE



Conclusion

- ' Zimbabwe's skills agenda is central to achieving Vision 2030.
- ' TVET institutions are critical drivers of industrialisation and innovation.
- ' Bulawayo Polytechnic remains committed to producing skilled graduates who create goods, services and employment.
- ' Through collaboration, innovation and inclusive training, Zimbabwe can build a resilient skills ecosystem.

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Thank you!

