



MINISTRY OF SKILLS AUDIT AND DEVELOPMENT

ANNUAL REPORT 2025



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MESSAGE FROM THE HONOURABLE MINISTER

It is my privilege to present the Ministry of Skills Audit and Development Annual Report for 2025, which outlines our strategic interventions in transforming Zimbabwe's human capital architecture in line with His Excellency the President's vision of an empowered, upper middle-income society by 2030 and the provisions of Statutory Instrument 186 of 2023.



*Hon. Minister for Skills Audit and Development
Professor Paul Mavima*

The year under review was a defining period for consolidating the Ministry's policy role as the centre of Government's skills intelligence and coordination function. Our work directly supported the implementation of the National Development Strategy 1 (NDS1) while laying a strong foundation for NDS2, by ensuring that national policies, investment decisions and sector strategies are informed by credible skills data rather than assumptions.

A key milestone was the finalisation and operationalisation of the National Scholarships Policy, which repositions scholarships as a strategic human capital investment tool. By deliberately prioritising Engineering and Technology, Natural and Applied Sciences, and Agriculture, the policy aligns public investment in training with the skills mix required to drive industrialisation, value addition and economic diversification under Vision 2030 and Agenda 2063.

In 2025, the Ministry advanced comprehensive skills assessments that now anchor evidence-based policymaking. The completed Mining Sector Skills Assessment, ongoing Agriculture Sector Skills Audit and provincial skills assessments across all ten provinces provide Government with a national and sub national picture of skills surpluses, deficits and emerging demands. This intelligence informs sector policies, curriculum reform, scholarship targeting, immigration management and investment promotion in a coherent manner.

Consistent with the Second Republic's commitment to leaving no one and no place behind, we extended our work to marginalised communities and persons with disabilities through localised assessments and TVET facility reviews, followed

by digital clinics. These inclusive policy measures ensure that skills development frameworks speak to rural economies, informal sector realities and the rights of persons with disabilities, thereby embedding equity in the skills revolution.

The Ministry also strengthened inter ministerial and state-non state partnerships, including work with local authorities, industry, academia and development partners, to mainstream skills considerations into sectoral plans.

Through sustained policy dialogue at Cabinet, Permanent Secretaries' forums and national consultations, skills development has increasingly been recognised not as a peripheral concern but as a core pillar of economic transformation.

As we move towards NDS2 and the 2026-2030 Strategic Plan, this report provides the policy baseline, evidence and lessons that will guide the next phase of reforms. I commend the Permanent Secretary, management and staff of the Ministry, our colleagues across Government, and all partners for their dedication and collaboration. Together, we will continue to build a skilled, productive and globally competitive workforce that drives Zimbabwe's march towards Vision 2030. The skills revolution is not a distant aspiration. It is underway. Through strategic policy interventions, evidence-based planning, and inclusive implementation, we are ensuring that every Zimbabwean possesses the competencies to thrive in the economy of tomorrow.



Hon. Professor Paul Mavima

Minister for Skills Audit and Development

MESSAGE FROM THE PERMANENT SECRETARY

I am honoured to present the Ministry of Skills Audit and Development Annual Report for 2025, which provides an account of our operational performance, systems strengthening and service delivery as we fulfil the mandate conferred by Statutory Instrument 186 of 2023.



*Secretary for Skills Audit and Development
Ambassador. Rudo M. Chitiga*

Operationally, 2025 was a year of consolidation and scaleup. Guided by our Strategic Plan, we focused on building robust processes for research, skills analysis, technical and vocational skills development, rural and digital skills promotion, as well as strategic planning, monitoring and evaluation. These internal systems are essential for delivering timely, highquality skills intelligence and support services to Ministries, Departments and Agencies (MDAs), local authorities, industry and training institutions.

Major programme achievements included completion of the first phase of the Agriculture Sector Skills Audit. This exercise applied standardised methodologies to map skills along entire value chains, identify critical shortages and anticipate future demand. In parallel, provincial skills assessments were completed in all ten provinces, providing regional profiles that now inform devolutionlinked planning and targeting of training interventions.

The Ministry implemented localised Training Needs Assessments and skills programmes in communities such as Binga and Gokwe, operationalising the “leaving no one and no place left behind” principle. It also undertook an assessment of TVET facilities for persons with disabilities, which informed the Digital Clinic initiative in institutions in Masvingo, Mutare, Kadoma, Gweru and Bulawayo. These activities demonstrate our commitment to inclusive operationalisation of policy, ensuring that rural areas, informal sector actors and persons with disabilities are integrated into national skills development efforts.

Partnerships remained central to programme delivery and institutional growth. During the year, the Ministry deepened collaboration with local authorities, line ministries; particularly TVET institutions, industry partners, and development organisations through formal memoranda of understanding, joint technical

programmes, and structured working groups. These partnerships translated into tangible outputs, including the implementation of the Agriculture Sector Skills Audit in collaboration with the Ministry of Lands, Agriculture, Fisheries, Water and Rural Development and ZIMSTAT; cyber security training delivered with Carnegie Mellon University Africa; Digital Clinics rolled out in specialised TVET institutions; and the signing of cooperation agreements with the City of Harare and Robokorda to support large-scale skills audits and digital innovation.

Engagements with international partners such as Tanzania's Ministry of Education further strengthened regional knowledge exchange. In addition, ten Provincial Consultative Workshops, the Industry-Academia Indaba, and multiple sector dialogues provided formal platforms to validate research findings, co-design targeted interventions, and align training outputs with evolving labour market demands. These collaborative mechanisms ensured that the Ministry's work remained evidence-based, inclusive, and directly responsive to national development priorities.

From a governance and risk perspective, we strengthened internal controls, procurement, financial management and data governance. Monitoring and evaluation systems were enhanced to track outputs and outcomes against planned targets, while risk registers and mitigation measures were applied to address operational, reputational and cybersecurity risks inherent in dataintensive work.

I wish to acknowledge the strategic guidance of the Honourable Minister, the dedication of management and staff, and the support of the Office of the President and Cabinet, partner ministries, training institutions, private sector and development partners. As we transition into the NDS2 period and implement the 2026–2030 Strategic Plan, the Ministry stands ready to scale up its operations, deepen collaboration and continually improve service delivery in order to build a skills ecosystem that serves every Zimbabwean.



Ambassador. Rudo M. Chitiga

Secretary for Skills Audit and Development

EXECUTIVE SUMMARY

The 2025 Annual Report of the Ministry of Skills Audit and Development (MoSAD) highlights significant progress made in strengthening Zimbabwe's national skills architecture in line with Vision 2030 and the objectives of the National Development Strategy (NDS1). During the reporting year, the Ministry implemented a range of strategic programmes aimed at improving evidence-based skills planning, enhancing workforce competitiveness, and aligning education and training systems with labour market demands. Key achievements included the successful implementation of Zimbabwe's first Agriculture Sector Skills Audit, assessment of TVET centers for persons with disability, and the rollout of digital skills training programmes targeting youths, trainers, and vulnerable groups across the country. The Ministry also advanced policy development through the review of national skills development policies. A Retired Experts and Diaspora Skills

Database was developed to harness national expertise for development. Community-based initiatives, including provincial District Skills Fairs, further promoted indigenous knowledge, innovation, and youth entrepreneurship while expanding access to skills recognition and economic opportunities. Strategic partnerships with local and international stakeholders strengthened institutional capacity and supported skills development initiatives in areas such as digital technologies and TVET systems. Despite these gains, the Ministry faced operational challenges, including staffing gaps and resource constraints that affected the pace of programme implementation. Nevertheless, the progress achieved during the year demonstrates the Ministry's growing role in building a responsive, inclusive, and future-oriented skills ecosystem capable of supporting industrial transformation, technological advancement, and sustainable economic growth in Zimbabwe.

ACRONYMS

- MLAFWRD: Ministry of Lands, Agriculture, Fisheries, Water and Rural Development
- A1: Small-scale resettlement farms
- A2: Large-scale commercial resettlement farms
- LSCFA: Large-Scale Commercial Farming Areas
- SSCFA: Small-Scale Commercial Farming Areas
- OR: Old Resettlement
- CA: Communal Areas
- ZimStat: Zimbabwe Statistics Agency
- ARDAS: Agriculture And Rural Development Advisory Service

SECTION 1: INSTITUTIONAL PROFILE

The Ministry of Skills Audit and Development drives Zimbabwe's human capital transformation with a mandate to elevate the national skills base in alignment with Vision 2030 and the African Union's Agenda 2063.

Ministry Vision

A highly skilled and globally competitive nation, that drives innovation and productivity to achieve inclusive and multi-generational economic prosperity and social progress.

Mission Statement

Transforming the skills development architecture to enable the development and application of skills that respond to fast changing technological, economic, environmental and social demands.

Mandate

The Ministry of Skills Audit and Development (MoSAD) was established in 2023 in accordance with Section 110 of the Constitution of Zimbabwe Amendment (No. 20) Act, 2013.

The Ministry operates under the mandate to:

- Conduct comprehensive national skills audits to identify gaps and surpluses in Zimbabwe's human capital
- Develop and implement policies for skills development aligned with national economic priorities
- Coordinate skills training programmes across sectors in partnership with industry, academia and training institutions
- Facilitate the alignment of education and training outputs with labour market demands

Technical Departments

Research and Development

Develops research frameworks and methodologies for investigating skills development, conducts skills audits and maintains national skills databases.

Skills Analysis

Identifies skills gaps, monitors trends, develops predictive models and formulates policies responding to critical skills shortages.

Technical and Vocational Skills Development Coordinates industry-training institution partnerships, develops vocational training models and establishes centres of vocational excellence.

Rural, Digital and Special Skills Development

Designs capacity-building programmes, develops digital literacy initiatives and implements provincial heritage skills programmes.

SECTION 2: STRATEGIC CONTEXT AND ALIGNMENT

2.1 Alignment with NDS1 and National Priorities

The Ministry's 2025 performance directly supports NDS1's objective of creating a skilled and competent workforce for sustainable economic growth. Priority initiatives, particularly the agriculture sectoral audit, mining skills assessment and localised skills mapping, ensure that developmental strategies reflect actual labour market needs.

2.3 National Vision: 2030 Upper Middle-Income Society

The Ministry's contributions directly supported the national aspiration of achieving an upper middle-income society by 2030 through several key areas:

- **Skills Base:** Through sector and provincial skills audits implemented in 2024 and formally finalised in 2025 — including the Mining Sector Skills Assessment and nationwide provincial skills profiling, alongside the ongoing Agriculture Sector Skills Audit — the Ministry strengthened alignment between education and training outputs and labour market needs. This evidence-driven process is progressively raising the national skills base and provides a critical foundation for the economic transformation agenda under Vision 2030.
- **Digital Economy:** In 2025, the Ministry strengthened this agenda by hosting two national dialogues on the jobs of the future, examining the impact of ICT on skills demand, workforce adaptation, and emerging career pathways. These engagements enhanced awareness of technological shifts, informed training priorities, and reinforced the need to embed digital competencies, adaptability, and lifelong learning within national skills frameworks.
- **Employability:** The Ministry developed a national soft skills framework to strengthen communication, teamwork, problem-solving, work ethic, and adaptability — competencies increasingly demanded by employers. This integrated approach promotes not only technical proficiency but also workplace readiness, improving long-term labour market competitiveness.

- **Rural Skills:** Through its youth-focused initiatives, including District Skills Fair competitions in Mashonaland East, Manicaland, and Masvingo provinces, targeted multi-skills assessments and trainings in Binga and Gokwe, and community-based digital and vocational skills programmes, the Ministry actively promoted the inclusion of young people in the workforce. These interventions equipped youth with practical skills in sustainable agriculture, digital entrepreneurship, construction, first aid, and small-scale agro-processing, fostering economic independence, self-employment, and leadership potential.

2.4 National Key Result Areas (NKRAs) and Tertiary Outcomes (TOUCs) Supported by the Ministry

MoSAD aligns closely with several National Key Result Areas, which include:

- **Job Creation:** By promoting skills development that meets industry demand, the Ministry played a key role in job creation initiatives across various sectors, particularly through the implementation of targeted training programmes.
- **Skills Development:** The Ministry's commitment to continuous skills assessment and the development of educational policies ensures that the workforce is skilled and adaptable, which is crucial for national competitiveness.
- **ICT Development:** Initiatives such as the assessment of infrastructure for institutions for persons with disability aimed at improving inclusivity, digital literacy and integrating ICT into vocational training reflected MoSAD's response to the increasing technological demands in the labour market.
- **Youth Empowerment:** MoSAD drives youth-oriented programmes that enhance employability and provide skills training, thereby fostering self-sufficiency and entrepreneurship among the younger population.
- **Social Protection:** Through inclusive programmes that cater for marginalised groups, including persons with disabilities, MoSAD contributed to broader social protection efforts aimed at creating equitable access to opportunities in the labour market.

- Technology and Digital Transformation: Partnerships for digital skills training directly support the overarching goals of technology adoption and digital transformation in line with national priorities.

SECTION 3: PROGRAMME 2 PERFORMANCE OVERVIEW

3.0 Introduction

The Ministry recorded significant progress during the reporting period, anchored by the successful implementation of technical and institutional initiatives that strengthened national skills planning and organisational performance. Key achievements include the completion of phase one of the pioneering Agriculture Sector Skills Audit, expansion of sector-based skills intelligence assessments, rollout of integrated digital and AI-enabled monitoring systems, and advancement of critical national policy frameworks. Progress was also registered in skills development programmes, database systems, and strategic partnerships that enhanced technology transfer and regional cooperation. These technical gains were supported by strong governance and administrative performance, with full statutory compliance, disciplined financial management, and continued strengthening of human resource capacity. Collectively, these achievements demonstrate balanced advancement in both Programme 2 technical delivery and Programme 1 institutional support, establishing a solid foundation for the detailed performance outcomes presented in the sections that follow

3.1 Skills Audit

Programme 2 recorded significant progress in conducting skills audits, strengthening digital infrastructure, developing policy frameworks, and implementing targeted skills development interventions. These achievements position the Ministry as a central authority for evidence-based workforce planning.

3.1.1 Agriculture Sector Skills Audit

The Ministry achieved a historic milestone through implementation of Zimbabwe's first Agriculture Sector Skills Audit in collaboration with the Ministry of Lands, Agriculture, Fisheries, Water and Rural Development and

the Zimbabwe Statistics Agency. The exercise targeted 30,000 farmers nationally, of which 29,027 were successfully audited, representing 97% achievement of the planned target. The audit covered six farming categories, including A1, A2, SSCFA, LSCFA, Communal Areas, and Old Resettlement farms, creating a nationally representative dataset linking land classification to skills availability and gaps.

The geographic distribution of audited farmers revealed concentration patterns that directly inform training priorities. Communal and A1 farming areas, which represent the largest proportion of participation, showed high demand for foundational agricultural skills, value addition, and post-harvest management. Commercial zones demonstrated growing need for advanced Agri-tech competencies, digital market access skills, and export compliance training. Areas located near water bodies presented opportunities for irrigation and aquaculture skills development, while districts adjacent to national parks showed potential for agro-tourism and conservation-linked livelihoods. The final audit phase targeting the broader agricultural value chain is scheduled for early 2026 and will complete the national sector skills intelligence framework.

Farmers Participation in the Agriculture Sector Skills Audit by Province

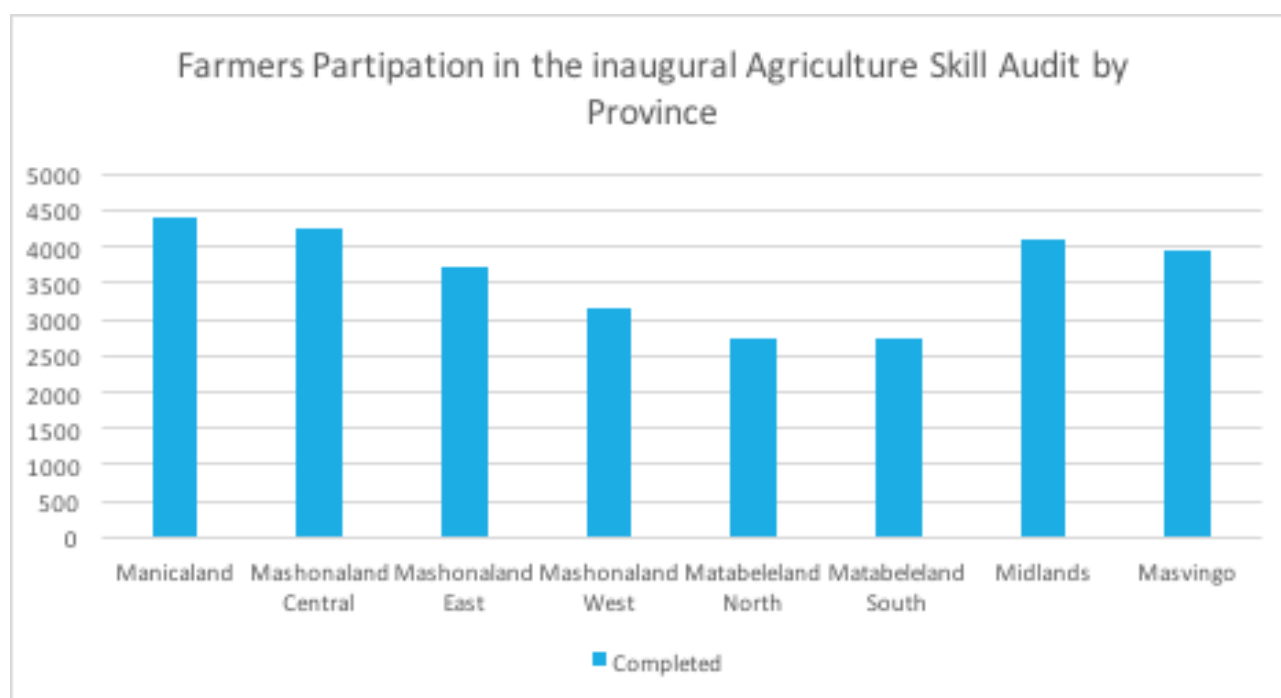


Figure 1: Farmer participation in the inaugural Agriculture Skills Audit by province

Figure 1 illustrates the provincial distribution of farmers who participated in the inaugural Agriculture Sector Skills Audit. It highlights geographic coverage across Zimbabwe and demonstrates the national representativeness of the data collection process. The distribution reflects varying levels of participation linked to farming density, land classification, and regional agricultural activity.

Field Data Collection During the Agriculture Skills Audit

Figure 2 below shows data collection exercise by one of the enumerators. During the enumeration, the classification of audited farms across the six major farming categories: A1, A2, SSCFA, LSCFA, Communal Areas, and Old Resettlement was done. It provided a visual breakdown of the diversity of the agricultural landscape

captured during the audit and supports analysis of skills demand patterns across different production systems.



Figure 2: Field data collection during the Agriculture Sector skills audit

3.1.2 Skills Audits: Harare City Council

Preparatory work for the Harare City Council Skills Audit reached completion during the reporting period. The Ministry finalised the audit framework, approved the implementation budget, and signed a Memorandum of Understanding with the local authority. This initiative represents the first structured



partnership between central government and a municipal authority to conduct a comprehensive institutional skills audit.

The exercise aims to strengthen service delivery through improved workforce planning and is scheduled to commence in May 2026.

3.2 Skills Needs Assessments

The Ministry has enhanced evidence-based skills training programmes through a series of targeted sectoral skills and institutional needs assessments. These assessments generate actionable intelligence that informs programme design, policy alignment, and sector-specific interventions.

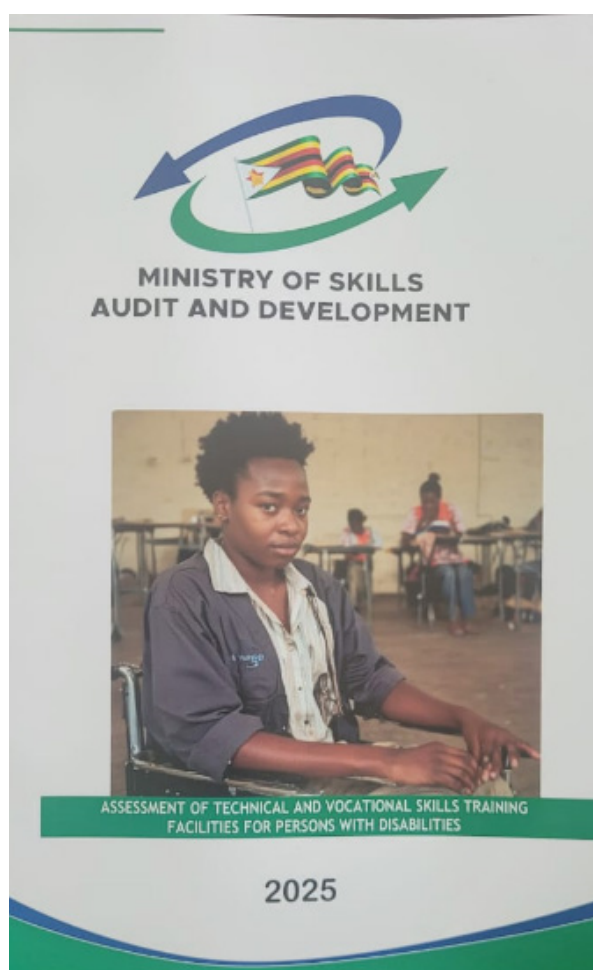
3.2.1 Skills Assessment in the Mining Sector

Though the assessment was conducted in 2024, the report was finalised in 2025, the Mining Sector Skills Assessment examined workforce competencies across key mining subsectors to identify emerging skills requirements. The assessment engaged over 50 mining companies, 12 training institutions, and 5 sector regulators. Findings indicated critical shortages in data analytics, affecting 62% of surveyed operations, automation specialisation, with a 57% gap in high-value extraction operations, and advanced industrial maintenance, with 49% of mechanised plants reporting deficits. These gaps were most pronounced in high-value extraction and processing operations, where digital integration and mechanisation are accelerating. The assessment will now be followed by a planned comprehensive audit of the sector which will inform the development of specific training pipelines and guides curriculum modernisation in collaboration with training institutions to meet industry demand.

3.2.2 Assessment of TVET Centres for Persons with Disabilities

In line with Government's commitment to inclusive development under the mantra "leaving no one and no place behind," and following the adoption of the Technical and Vocational Education and Training (TVET) Policy in 2023, the Ministry conducted a nationwide assessment of TVET institutions serving persons with disabilities. Anchored on the National Disability Policy (2021) and the Disability Bill currently before Parliament, the assessment sought to evaluate infrastructure accessibility, equipment and curricular across public, private, and informal TVET institution, with a specific focus on accessibility, quality, and inclusivity.

The study covered selected Vocational Training Centres (VTCs) in Harare, Mutare, Masvingo, Kadoma, Gweru, and Bulawayo, and employed a mixed-methods approach combining desk review, institutional surveys, and key informant interviews. The assessment evaluated infrastructure accessibility, equipment adequacy, curriculum delivery, certification status, and staff capacity, including digital and adaptive training competencies.



Findings confirm that vocational training for persons with disabilities in Zimbabwe is delivered by a diverse ecosystem of providers, with Non-Governmental Organisations accounting for 40% of centres, Government 33%, Community-Based Organisations 20%, and private sector institutions 7%. While most institutions have made efforts to install basic accessibility infrastructure such as ramps and rails, significant systemic gaps remain. 48% of institutions were found to be operating with obsolete training equipment, 60% lack sufficient ICT tools, and 55% of instructors require upskilling in digital literacy and adaptive technologies. These constraints limit the ability of centres to deliver modern, industry-relevant training and reduce effective participation of learners with disabilities.

In addition, 40% of assessed centres are not registered with accredited regulatory bodies, resulting in the issuance of certificates that are not industry-recognised, which undermines graduate employability. Many centres operate below capacity due to financial constraints, social stigma, and limited boarding facilities, despite high completion rates among enrolled learners. The consolidated assessment report has been shared with relevant stakeholders to inform corrective investments, inclusive infrastructure upgrades, regulatory alignment, and targeted instructor capacity-building programmes aimed at strengthening equitable access to quality TVET for persons with disabilities.

3.2.3 Binga Development Initiative Skills Training Needs Assessment

Under the Binga Development Initiative, community-based skills needs assessments were conducted across five wards: Sinampande–Sinasegwe (Ward 3), Chilila Fishing Camp (Ward 24), Sikalenge (Ward 6), Saba–Lubanda (Ward 13), Chibila (Ward 22), and Kabuba (Ward 13). The exercise targeted youth, women, and vulnerable groups through household surveys, stakeholder consultations, and participatory community mapping. The preliminary findings indicate that 70% of households reported limited access to formal technical training, 65% rely primarily on subsistence livelihoods, and over 55% of respondents expressed interest in skills development in indigenous technologies, fisheries, small-scale agro-processing, and community-based enterprises. These insights provide a structured basis for targeted interventions scheduled for 2026, focusing on inclusive livelihoods and locally adaptable skills transfer.



Figure 2: Community engagement in Kabuba Ward 13, Binga District

3.3 Digital Skills trainings and Skills Development

The Ministry expanded its practical skills development initiatives, directly enhancing institutional capacity and youth empowerment through targeted digital skills training programmes. The interventions focused on digital marketing, digital literacy, cyber security, and smart agriculture.

3.3.1 Digital Clinics at Vocational Training Centres (VTCs)

Digital Clinics were conducted across specialised training institutions in Bulawayo, Gweru, Kadoma, Mutare, and Masvingo, targeting schools and centres serving persons with disabilities. The initiative strengthened digital literacy, accessibility-focused technology use, and institutional administrative efficiency. A total of 140 instructors and staff members were trained through structured, hands-on clinics tailored to each institution's operational needs.

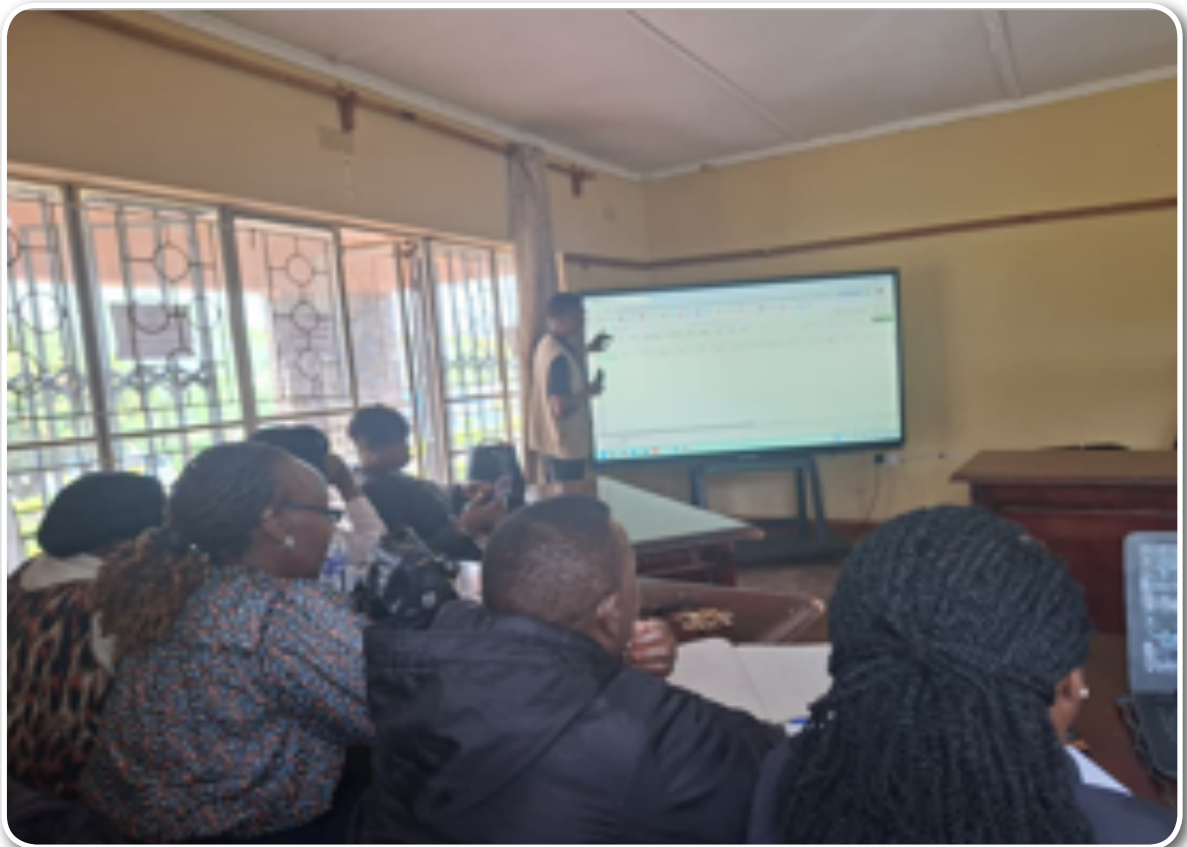


Figure 5: Digital Skills training of ITVET Instructors class in progress

Training covered accessibility tools, assistive technologies, Microsoft Office applications, digital marketing platforms, data security, cloud storage, AI tools, and interactive digital teaching aids. Participants developed practical

outputs including accessible lesson materials, student reporting templates, academic progress tracking spreadsheets, digital promotional content, monitoring and evaluation survey tools, and AI-supported teaching resources.



Figure 3: Digital trainings and capacity building of TVET instructors in progress

The clinics significantly improved institutional capacity to deliver inclusive digital education and manage information securely.

Teachers were equipped with screen readers, voice typing tools, and AI-based accessibility features, while administrative staff strengthened their document management and data protection practices. Collectively, the programme enhanced readiness for digital transformation within specialised education environments and reinforced the Ministry's commitment to inclusive skills development.



Figure 4: Teachers at Jairos Jiri Vocational Training Centre, Bulawayo, benefitted from the training offered by the Ministry

3.3.2 Cyber Security Training in Partnership with Carnegie Mellon University Africa

In collaboration with Carnegie Mellon University Africa, the Ministry delivered cyber security training to 400 participants drawn from six institutions, targeting high school, college, and undergraduate students pursuing computer science and related fields. Female participants constituted 38% of the total, with 151 females and 249 males trained.



Figure 5: Part of the participants at Harare Institute of Technology (HIT) undergoing Cybersecurity Training

The institutions involved included the Harare Institute of Technology, which trained 31 females and 37 males, the Harare Polytechnic with 21 females and 31 males, the University of Zimbabwe with 40 females and 71 males, Speciss College with 6 females and 27 males, the TelOne Centre for Learning with 33 females and 55 males, and St. Peters Kubatana, which trained 20 females and 28 males.



Figure 6: Hon. Prof. P. Mavima, Minister of Skills Audit and Development visited the training session held at the University of Zimbabwe

The training focused on building competencies in threat detection, safe online practices, and foundational network security protocols. Participants engaged in practical exercises that enabled them to apply newly acquired skills in institutional and personal digital environments.

Post-training evaluations indicated that 72% of participants were able to implement basic cyber security measures, reflecting significant improvements in knowledge and practical skills.

This initiative not only enhanced participants' cyber awareness and preparedness but also promoted gender inclusion in technology and strengthened the Ministry's efforts to develop a digitally competent workforce. By equipping students with essential cyber security skills, the programme contributed to national efforts to improve cyber resilience and safe digital engagement across educational institutions.

3.3.3 Zimbabwe Agricultural Show (ZAS) 2025 - Digital Skills and Marketing Training

At the Zimbabwe Agriculture Show (ZAS) 2025, the Ministry conducted digital skills and digital marketing sessions targeting youth and women engaged in agriculture and agro-processing. A total of 26 participants attended the sessions, comprising 8 males and 18 females. Training focused on practical application of digital marketing tools to enhance agribusiness operations and improve market reach. Post-training assessments indicated that 63% of participants demonstrated readiness to integrate digital marketing strategies into their local agricultural enterprises, reflecting improved digital literacy and entrepreneurial capacity among attendees. The sessions reinforced the Ministry's commitment to equipping agribusiness stakeholders with market-relevant digital skills, supporting innovation, and promoting inclusive economic participation in the agricultural sector.



Figure 7: One of the exhibitors at the ZAS Ministry stand



3.3.4 Zimbabwe International Trade Fair (ZITF) 2025 – Digital Entrepreneurship Training

During the Zimbabwe International Trade Fair (ZITF) 2025, the Ministry delivered targeted digital entrepreneurship and online business management workshops aimed at empowering youths and women with practical digital income-generation skills. A total of 93 participants received specialised training across three focus areas: Sign Language-enabled digital communication (48 participants), Digital Marketing (29 participants), and Graphic Design (16 participants).

The initiative contributed to inclusive skills development by integrating accessibility, entrepreneurship, and digital creativity, reinforcing the Ministry's commitment to equipping communities with market-relevant competencies aligned with emerging economic opportunities.



Figure 8: A MOSAD staff member taking visitors through some digital training basics



3.3.5 National Youth Day 2025 – Digital Skills Outreach

As part of National Youth Day celebrations, the Ministry delivered outreach training in AI literacy, digital entrepreneurship, and smart agriculture tools to 1,000 youths nationwide. Preliminary reports show that 65% of participants gained skills applicable to both school-based projects and community enterprises.

3.3.6 Disability Expo, Victoria Falls 2025 – Inclusive Digital Training

At the 2025 Disability Expo in Victoria Falls, the Ministry delivered targeted inclusive digital skills and digital marketing training to 300 participants with disabilities across different age groups. The sessions were designed to be interactive, accessible, and practical, focusing on social media marketing, content creation, and the use of digital tools to support small business growth, education, and communication. Participants engaged in hands-on exercises that enabled them to apply newly acquired skills in real-world contexts.



Figure 9: A MOSAD officer explaining the role of the Ministry at the Victoria Falls Disability Expo



Figure 10: MoSAD officers engaging with visitors during the Disability Expo



Figure 11: A MoSAD Officer taking Primary School learners through digital skills at the Disability Expo

The Expo also created opportunities for institutional collaboration. Engagement with representatives from disability-focused learning institutions, including King George VI Centre, generated interest in establishing ongoing partnerships to extend digital skills training to teachers and students. Stakeholders emphasized the urgent need for accessible digital software and adaptive technologies, particularly for learners with visual impairments. This feedback will inform the Ministry's future programme design to strengthen inclusivity and ensure equitable access to digital learning.

Additional digital literacy activities with primary school learners revealed a gap between theoretical knowledge and practical computer skills, reinforcing the need to expand hands-on digital learning opportunities at foundational education levels. Institutions serving persons with disabilities expressed strong interest in continued collaboration, underscoring the demand for sustained, inclusive digital empowerment programmes. The Disability Expo initiative demonstrated both the

growing appetite for digital skills among persons with disabilities and the importance of scaling inclusive training models. Lessons learned from the programme will guide future outreach, accessibility planning, and partnership development to ensure that no community is left behind in Zimbabwe's digital transformation.

3.3.7 Gokwe Nembudziya Multi-Skills Training Programme 2025

During the Gokwe Nembudziya Independence celebrations, the Ministry conducted digital skills training for 494 youth from Gokwe North and Gokwe South districts. Post-training evaluations indicated that 60% of participants demonstrated proficiency in digital literacy, reflecting improved capacity to engage with technology for learning, communication, and entrepreneurship. In parallel, basic construction skills training was delivered to 80 participants, equipping them with foundational knowledge in building techniques and practical applications. 21 inmates were also roped in the basic construction skills trainings. Following the sessions, participants reported confidence in applying these skills, enhancing their employability and potential for community development initiatives.



Figure 12: Digital skills training in progress at Nyamuroro High School, Gokwe North District, during Independence celebrations



Figure 13: Youths undergoing basic brick and block-laying skills at Nyamuroro VTC during independence celebrations



Figure 14: Youths undergoing Basic First Aid Training at Nyamuroro VTC during Independence celebrations

Additionally, a first aid training programme was conducted for all 574 participants in collaboration with Discovery Ambulances. At the end of the programme, participants demonstrated competence in first aid application, improving community safety awareness and emergency response capacity across both districts. Collectively, these skills training interventions enhanced youth employability, strengthened practical competencies, and improved community service readiness, reinforcing the Ministry's commitment to building resilient and skilled local populations. The initiatives also promoted awareness of practical career pathways, encouraging young people to pursue self-employment opportunities and develop a culture of self-reliance. By equipping youths with marketable skills and entrepreneurial confidence, the programme enabled the supporting of sustainable livelihoods and reduces dependency on formal employment, contributing to long-term socio-economic resilience.

3.4 Policy Development and Strategic Frameworks

The Ministry completed several national policy frameworks aimed at repositioning skills planning as a strategic economic instrument.

3.4.1 National Scholarships Policy

The National Scholarships Policy prioritises investment in critical and emerging skill areas to strengthen national competitiveness. The policy provides guidance on scholarship allocation, targeting fields aligned with industrial growth, technological innovation, and national development priorities.

3.4.2 National Career Guidance Policy

The National Career Guidance Policy establishes mechanisms to align education outputs with labour market needs. It provides a structured framework for schools, vocational institutions, and universities to deliver career guidance services that respond to both current and projected economic skill demands.

3.4.3 Review of Skills Development Policies

A comprehensive review of existing skills development policies and frameworks was conducted during the reporting period. The review assessed the current policy landscape with a focus on identifying gaps, overlaps,

and opportunities for strengthening policy alignment. The objective was to support coherent national skills planning, improve coordination among institutions, and enhance the effectiveness of skills development initiatives across sectors.

Summary of Findings, Overlaps and Gaps

(i) Key Findings

- Zimbabwe has a broad policy and legislative framework for skills development, including the Manpower Planning and Development Act, Education Act, Education 5.0, Heritage Education 5.0, the Zimbabwe National Qualifications Framework (ZNQF), and sector-specific policies.
- These policies are aligned with national development priorities, particularly Vision 2030 and the National Development Strategy 1 (NDS1), which aim to promote industrialisation, innovation, and economic growth.
- Government has introduced education reforms such as Education 5.0 and Heritage Education 5.0, which emphasise practical skills, innovation, entrepreneurship, and community engagement.
- ZIMDEF provides a key financing mechanism for technical and vocational education and training (TVET) and other skills development programmes.
- Skills development policies promote collaboration between government, industry, academia, and civil society to strengthen workforce readiness and support national economic development.
- Regular national and sectoral skills audits are conducted to identify critical skills shortages and inform training priorities.

(ii) Policy Overlaps

- Overlapping funding mandates exist between the Zimbabwe Manpower Development Fund (ZIMDEF) and the Development Centre Fund, leading to duplication and inefficiencies in funding allocation and programme implementation.

- Institutional overlaps occur among ministries, statutory bodies, and regulatory institutions such as ZIMCHE, HEXCO, and ZIMSEC, resulting in fragmented implementation of skills development initiatives.
- Multiple policies address similar objectives such as workforce development, innovation, and entrepreneurship (e.g., Education 5.0, Heritage Education 5.0, sectoral policies), but coordination among these frameworks is limited.
- There is duplication in training programmes and funding structures across different institutions due to the absence of a central coordinating mechanism.

(iii) Key Policy Gaps

- Legislative misalignment persists, particularly within the Manpower Planning and Development Act, which does not fully reflect current institutional arrangements or the role of the Ministry of Skills Audit and Development.
- There is a persistent mismatch between training programmes and labour market needs, with many graduates lacking practical and industry-relevant skills.
- Limited integration of the informal sector in skills development frameworks, despite the sector employing over half of Zimbabwe's workforce.
- Funding constraints and over-reliance on the 1% employer levy limit the sustainability and expansion of skills development programmes.
- Weak coordination across institutions and ministries results in fragmented policy implementation and inefficient resource use.
- Inadequate infrastructure, outdated training equipment, and shortages of qualified trainers affect the quality of TVET and skills training programmes.
- Limited digital integration and ICT infrastructure, particularly in rural areas, restrict access to modern training and digital skills development.
- Brain drain and migration of skilled professionals reduce the availability of experienced trainers and skilled labour.

- Barriers to inclusivity, including high training costs, limited access in rural areas, and insufficient targeted programmes for women, youth, and persons with disabilities.
- Insufficient focus on lifelong learning, reskilling, and upskilling, which limits workforce adaptability to changing labour market demands.

3.4.4 Zimbabwe Global Skills Partnership Programme (ZGSPP)

The Zimbabwe Global Skills Partnership Programme received Cabinet approval to facilitate diaspora skills transfer. This programme creates pathways for leveraging skills from Zimbabweans abroad to support domestic capacity building, technological advancement, and knowledge exchange in strategic sectors.

3.5 Public Engagement and Community Outreach

The Ministry implemented a series of indigenous skills awareness and advocacy initiatives through the launch of District Skills Fair competitions, a policy innovation designed to recognise and formally certify indigenous and community-based skills. These initiatives create pathways for local talent to connect with opportunities across STEM, TVET, and entrepreneurship sectors, while simultaneously promoting community participation and empowering youth to engage in productive and innovative economic activities.

3.5.1 Rural Skills Fairs

The Ministry successfully conducted Skills Fair competitions in Mashonaland East, Manicaland, and Masvingo Provinces, reaching a total of approximately 1,800 participants. In Mashonaland East, the competition involved 600 participants, who exhibited projects in digital entrepreneurship, small-scale agro-processing, and indigenous crafts, with 45 projects officially recognised for their innovation and community impact.

In Manicaland Province, district competitions held in Chipinge, Chimanimani, Nyanga, and Mutasa attracted 550 participants, who showcased practical skills in sustainable agriculture, carpentry, and locally developed technology solutions. The exhibitions highlighted strong grassroots innovation and community-driven problem solving aligned with climate-smart livelihoods and rural industrialisation.



Figure 15: Mlambo Group showcasing innovation in Robotics and Drones in Chipinge District, Manicaland Province



Figure 16: Jacob Mukunuyi, showcasing a combined dehuller and grinding mill (2 in 1) capable of producing super refined mealie-meal in Chimanimani District, Manicaland Province

Thirty-eight (38) entries received formal recognition, reinforcing the Ministry's commitment to validating indigenous and community-based skills and integrating them into national development initiatives. Post-event feedback indicates that a majority of participants reported increased readiness to engage in income-generating activities or pursue further skills development, demonstrating the fairs' role in translating local talent into practical economic opportunities.

In Masvingo Province, approximately 650 participants competed across artisanal skills, local enterprise development, and creative arts, with 52 exhibits formally validated through transparent adjudication processes. The fairs in Mwenezi, Chivi, and Gutu districts demonstrated strong community engagement, vibrant atmospheres, and high-quality presentations that showcased both traditional and emerging skills. Feedback from district evaluations confirms that the fairs functioned as inclusive platforms for recognizing indigenous knowledge, stimulating grassroots innovation, and strengthening pathways toward entrepreneurship and livelihoods.

Across the province, the Skills Fairs consistently promoted creativity among youth and rural communities while expanding exposure to business opportunities, market linkages, and peer learning. Survey results indicate that an estimated 65% of participants reported increased readiness to pursue income-generating activities or further skills development. This reflects the fairs' growing role as a bridge between community talent and practical economic participation, reinforcing their value as instruments for local empowerment, social inclusion, and sustainable skills development.



Figure 17: David Mupatiseni won first place in the TVET Skills category. He engineered a wood-cutting machine, a peanut-shelling machine, and a peanut-butter making machine, all crafted using scrap materials.

In Mashonaland East Province, the 2025 Skills Fair competitions across four districts — Mudzi, UMP, Goromonzi, and Chikomba — engaged over 80 validated exhibitors, with district participation including 36 competitors in Mudzi, 35 in UMP, and a focused cohort of screened innovators in Goromonzi and Chikomba. The fairs showcased a statistically diverse portfolio of skills spanning STEM, TVET, smart agriculture, crafts, entrepreneurship, and performing arts. Notably, multiple winning exhibits were developed using recycled materials, climate-smart production methods, and inclusive design approaches, with persons with disabilities securing top positions in both TVET and creative categories. This distribution reflects a broad representation of rural innovation and demonstrates the programme's reach across gender, age, and ability groups.

Provincial feedback indicates measurable socio-economic impact. An estimated 65% of participants reported increased readiness to commercialize their skills or pursue advanced training, while the majority highlighted improved access to markets, networking opportunities, and exposure to value-addition strategies. Across the four districts, the fairs functioned as formal validation platforms for

grassroots talent, reinforcing confidence in indigenous knowledge systems and strengthening entrepreneurship pathways. Collectively, the Mashonaland East competitions illustrate the growing institutional capacity of the Skills Fair model to translate community creativity into practical economic participation, aligning directly with Vision 2030 objectives for inclusive and sustainable rural development.

3.5.2 Industry and Academia Dialogue

The Ministry convened an Industry-Academia Indaba, bringing together representatives from academic institutions, which represent the skills supply side, and industry leaders, representing the skills demand side. The dialogue focused on narrowing the gap between training institutions and industry requirements, developing collaborative strategies to enhance graduate employability, and promoting workforce relevance across key economic sectors.

This engagement contributed significantly to aligning curricula, training priorities, and practical skills development with emerging industry needs, ensuring that graduates are better prepared to meet the evolving demands of the labour market.



Figure 24: Hon. Minister, Prof P. Mavima making a presentation at the Academia-Industry Indaba in Harare

3.5.3 Jobs of the Future Dialogue

The Ministry convened a national Jobs of the Future Dialogue on 02 May 2025 at Golden Conifer Events and Conference Centre to examine the implications of rapid technological change, Artificial Intelligence (AI), and digital transformation on Zimbabwe's labour market. The high-level engagement brought together policymakers, industry leaders, labour representatives, researchers, and academic institutions to guide strategic workforce planning aligned with Vision 2030 and the Fourth Industrial Revolution.

The dialogue assessed emerging global employment trends, including the expansion of the gig economy, automation, green economy transitions, and AI-driven productivity shifts. Participants emphasized the urgency of preparing Zimbabwe's workforce for outcome-based, skills-driven employment models rather than traditional job classifications.

(iv) Key findings from the dialogue included:

- A widening gap between current education outputs and future labour market demands, particularly in AI literacy, digital competencies, and adaptive soft skills.
- Rapid shortening of the “half-life” of technical skills, requiring continuous reskilling frameworks and lifelong learning systems.
- Growing economic significance of the informal sector, which now constitutes the majority of employment and must be integrated into digital transformation strategies.
- Infrastructure constraints — including energy, connectivity, and data capacity — limiting digital readiness.
- Insufficient public-private partnerships to align training institutions with industry innovation cycles.
- Emerging ethical and regulatory challenges related to AI adoption and digital labour platforms.

The dialogue generated actionable recommendations that informed the Ministry's future-oriented training agenda. Priority outcomes included curriculum modernization to incorporate AI, cybersecurity, robotics, and advanced digital skills; expansion of STEM-focused institutions; targeted digital literacy programmes for youth and informal sector workers; and development of a national strategy to position Zimbabwe as a producer rather than a consumer of technology.

The workshop strengthened intersectoral collaboration and established a shared national vision for workforce transformation. It reinforced the central role of human capital development, innovation ecosystems, and inclusive digital participation in driving sustainable economic growth.

3.5.4 Soft Skills Training Framework

During the reporting period, the Ministry successfully developed a National Soft Skills Training Framework designed to institutionalise critical interpersonal, behavioural, and cognitive competencies across education, training, and public service systems. The framework targets key competencies including communication, teamwork, critical thinking, problem-solving, adaptability, professionalism, leadership, and ethical conduct.



The framework was validated through a high-level multi-stakeholder workshop held at Cresta Oasis Hotel on 18 July 2025, attended by 25 representatives drawn from government ministries, regulatory bodies, training institutions, academia, industry partners, and independent experts. The validation process confirmed national consensus on the urgent need to standardise soft skills training as a foundational pillar of human capital development.

Key findings from the validation workshop included:

- A widespread deficit in soft skills across public service delivery sectors, particularly in client engagement, communication, empathy, and professional conduct.
- Weak integration of soft skills within existing education curricula, resulting in technically competent but behaviourally underprepared graduates.
- The absence of nationally standardised benchmarks and certification mechanisms for soft skills training.
- Limited structured induction and continuous professional development programmes focusing on behavioural competencies in the public sector.
- Strong stakeholder demand for culturally grounded soft skills models that promote Ubuntu values, patriotism, ethical leadership, and community responsibility.

The framework provides structured modules, delivery methodologies, assessment standards, and quality assurance mechanisms to ensure consistency in implementation. It establishes a roadmap for integrating soft skills into Technical and Vocational Education and Training (TVET), higher education, and civil service training programmes. Implementation of the framework is expected to:

- Improve employability and workplace readiness of graduates.
- Strengthen public sector professionalism and service delivery.
- Promote behavioural transformation aligned with Vision 2030 and NDS2.
- Enhance social cohesion through culturally anchored competencies.
- Support long-term productivity, innovation, and national competitiveness.

The Ministry will operationalise the framework through phased roll-out, trainer accreditation and institutional partnerships.

3.6 Database Development and Management



Figure 19: A screenshot of the combined databases

A Retired Skills Database was developed and officially launched on 31 December 2025 to systematically capture retired professionals possessing critical and scarce expertise across key sectors of the economy. The database serves as a strategic national resource designed to facilitate structured engagement of retired experts in mentorship, training, advisory services, and capacity-building initiatives in sectors experiencing skills shortages. By creating an organised platform for skills retention and intergenerational knowledge transfer, the initiative ensures that valuable institutional memory and professional experience continue to contribute to national development.

3.6.1 Development of a Diaspora Skills Database

The Ministry launched a Diaspora Skills Database to systematically map Zimbabwean professionals across the globe and document their specialised skills profiles. The database provides a structured platform for strategic diaspora engagement through masterclasses, virtual knowledge-sharing sessions, holiday training programmes, and, where feasible, return migration initiatives aimed at addressing national skills gaps. Through formalisation of diaspora participation in skills development, the initiative strengthens skills transfer, innovation exchange, and global professional networks that support domestic capacity-building.

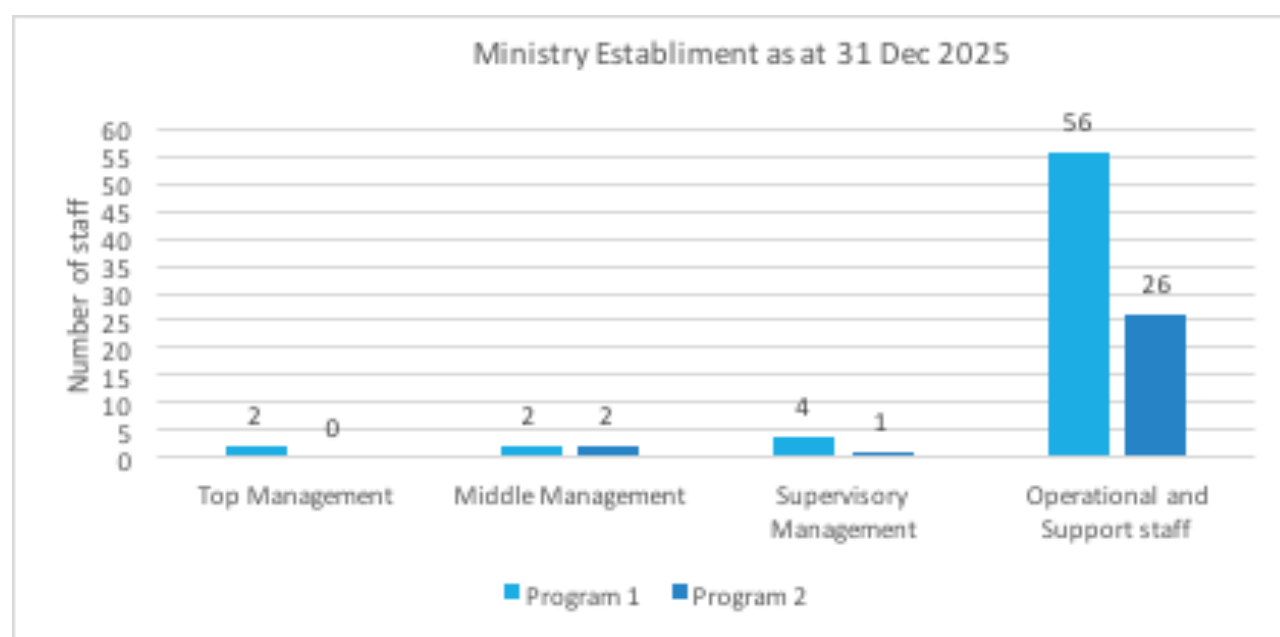
3.7 Human Resources Performance

3.7.1 Recruitment and Vacant Post Filling

During the reporting period, the Ministry made significant progress in filling its staffing gaps. Out of 177 established vacancies, 93 positions were filled, achieving a near 50/50 gender balance, a major milestone in promoting inclusive workforce development.

3.7.2 Key appointments included:

Operational and Support Staff: 82 officers, executive assistants, and office support staff recruited to ensure administrative and programme efficiency.



Recruitment prioritised technical, ICT, and programme management roles, addressing critical capacity gaps while ensuring gender equality. Of the new appointments, 64 staff joined Programme 1 and 29 joined Programme 2, fully resourcing both technical and programme functions.

3.7.3 Training and Capacity Building

The Ministry continued to prioritise staff development during the year under review in order to strengthen institutional capacity, enhance service delivery, and improve operational efficiency. A range of training and professional development programmes were implemented to build competencies in leadership, administration, financial management, workplace safety, governance, and inclusive public service delivery.

The following training programmes were conducted in 2025:

- Leadership Skills Development
- Managerial Skills Development
- Human Resources Metrics and Analytics
- Public Service Re-Orientation
- Capacity Building on Occupational Safety and Health (OSH)
- International Public Sector Accounting Standards (IPSAS) for Internal Auditors
- IPSAS Transitional Financial Statement Review Workshop
- IPSAS Sensitisation
- IPSAS 1 and 2 Training
- IAC Office Managers Training Workshop
- Executive Assistants Development Programme
- Administrative Skills Development
- Report and Minute Writing Training
- Report Writing and Concept Note Development
- Office Management and Communication Skills
- Mental Health and Wellness Training
- Work Culture Transformation Programme
- Induction Training for Newly Appointed Officers (three cohorts)
- Sign Language Training (two cohorts)
- Security Awareness Training



To promote accessibility and inclusive public service delivery, 45 officers completed Sign Language Training delivered in two cohorts. This initiative strengthens communication with persons with hearing impairments and aligns with national inclusion priorities.

3.7.3 Staff Wellness

The Division oversees initiatives that include professional development, mentorship programmes, and wellness activities such as fitness challenges, team-building exercises, and participation in events that foster staff engagement. In 2025, the Ministry actively participated in the Inter-Ministerial Games hosted in Bulawayo, promoting both physical and mental wellness and inter-departmental collaboration. Embedding gender equality and wellness into its operational framework, helps the Ministry ensure that all staff—regardless of gender—have equitable opportunities to grow, contribute, and thrive, supporting an inclusive, healthy, and productive workforce.



3.7.4 ICT Infrastructure Improvements

ICT infrastructure was strengthened to support reliable and uninterrupted digital operations. Internet services across offices were upgraded, resulting in improved connectivity, stability, and speed. All computers were networked to a centralised printing system, enhancing operational efficiency and reducing printing-related costs. Stable internet availability ensured smooth access to digital platforms, streamlined communication, and effective system support across all departments.

3.7.5 Ministry Monitoring and Evaluation Dashboard, AI Integration and Data Systems

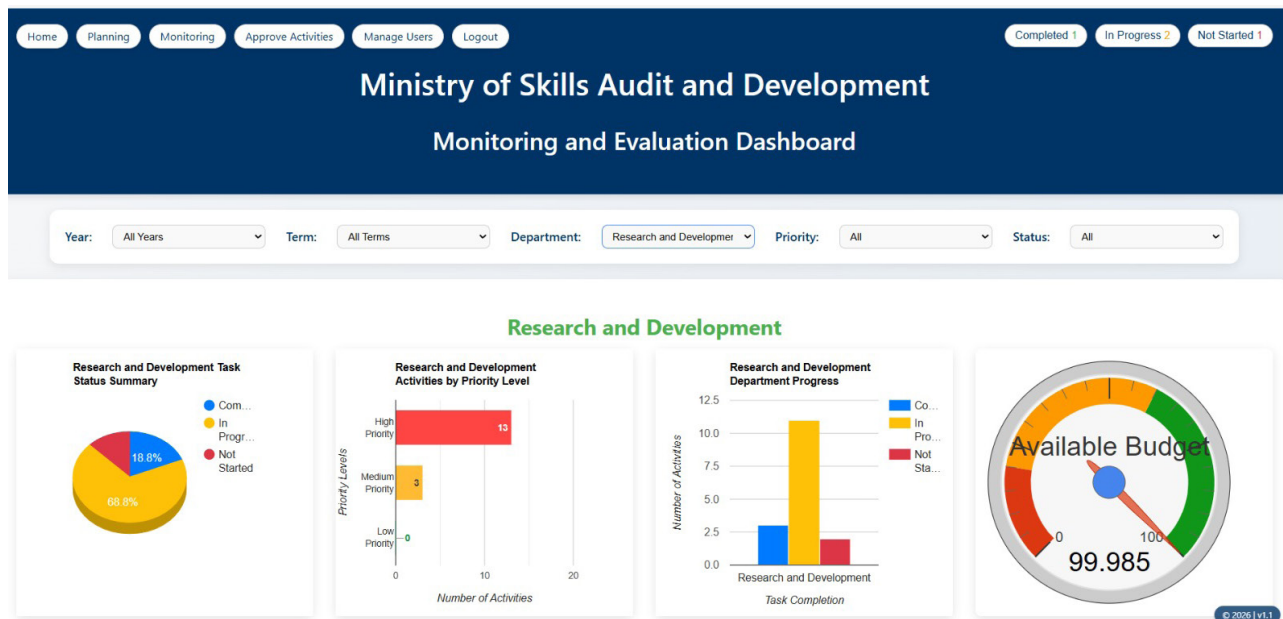


Figure 21: Ministry's Monitoring and Evaluation Dashboard

Significant advancements were achieved in integrating Artificial Intelligence (AI) into the Ministry's M&E Dashboard. AI modules now automatically generate departmental insights, highlight performance gaps, and support forecasting, improving real-time reporting and evidence-based decision-making. Data systems were further streamlined to ensure a consistent flow of departmental information into a centralised platform, enhancing accuracy, accessibility, and timely analysis for strategic planning.

SECTION 4: COLLABORATIONS AND PARTNERSHIPS

The Ministry recognises that achieving an upper middle-income society requires strong collaboration across government, academia, industry, and development partners. Through its Partnerships and International Cooperation Strategy, the Ministry leverages technical expertise, financial resources, and knowledge exchange from stakeholders to strengthen Zimbabwe's national skills development ecosystem. These partnerships support innovation, digital transformation, policy development, and institutional capacity building in line with Vision 2030 and national development priorities.

4.1 Memoranda of Understanding (MoUs)

Partner	Focus Areas	Key Agreements/Objectives
Robokorda	Robotics, coding, digital literacy	Establish framework for joint skills programmes, innovation-driven training, and youth digital skills promotion
City of Harare	Skills audits, innovation initiatives	Support implementation of large-scale national skills audits and collaboration on municipal skills development programmes
Dinson Iron and Steel Company (DISCO)	Industry linkages, vocational excellence	Strengthen connections between training institutions and industry; promote workforce readiness in manufacturing and industrial sectors
Liquid Intelligent Technologies	Digital technologies, ICT skills	Enhance industry participation in skills development, particularly digital skills and innovation initiatives
UAE Digital School Initiative	Online learning, digital skills	Enhance collaboration in digital education and vocational training excellence
Egypt's Information Technology Institute (ITI)	ICT skills, online learning, vocational training	Promote knowledge sharing and collaboration in digital skills development
Ministry of Education, Science and Technology, United Republic of Tanzania	TVET systems, skills development	Operationalise MoU to strengthen collaboration in TVET, skills development, and institutional capacity building



Figure 22: Tanzanian delegation tours Geo Pomona Waste Management facility in Harare



Figure 30: MoU signing between MoSAD and Robokorda

4.2 Key Partnerships and Engagements

The Ministry benefitted from UNESCO technical support, including the deployment of a senior consultant who assisted in developing a roadmap for the skills audit and reviewing existing skills development policies. This engagement will contribute to evidence-based policy planning and a strengthened Zimbabwe's skills development framework.

The United Nations Development Programme (UNDP) also provided both technical and financial support, including the secondment of a consultant for one year to support strategic planning, programme implementation, and coordination of skills development initiatives.



Figure 23: MOSAD officers undergo report writing training at the UNDP offices in Harare

SECTION 5: KEY CHALLENGES REQUIRING STRATEGIC ATTENTION

5.0 Challenges

5.1 Introduction

While the Ministry recorded notable progress during the reporting period, certain structural and operational constraints affected the full realisation of planned targets. Identifying and addressing these challenges remains essential for strengthening institutional efficiency, improving programme implementation, and enhancing the Ministry's capacity to deliver on its mandate. The key challenge encountered during the reporting period is outlined below.

5.2 Staffing Constraints

Although the Ministry successfully filled 93 positions during the reporting period, it did not fully meet the target of filling all 100 approved posts. The persistence of unfilled vacancies, particularly at senior management level, created operational bottlenecks and limited the Ministry's capacity to effectively coordinate, supervise, and implement its programmes and strategic initiatives. Despite this challenge, the Ministry's achievements in 2025 demonstrate tangible progress in transforming Zimbabwe's skills development architecture. These efforts contribute to positioning the nation to respond to the demands of the Fourth and Fifth Industrial Revolutions while promoting inclusive and sustainable economic growth.

SECTION 6: OUTLOOK AND PRIORITIES FOR 2026

As the inaugural year of NDS 2 implementation, 2026 will focus on transformative programmes designed to respond to emerging technological, economic, and social imperatives, while strengthening Zimbabwe's national skills development architecture.

6.1 Priority Initiatives:

6.1.1 Completion and Expansion of Sectoral Skills Audits

- The Ministry will complete the remaining three Sectoral Skills Audits and expand the scope beyond agriculture to include the mining, tourism, and manufacturing sectors, ensuring a comprehensive understanding of skills availability and gaps across key productive sectors.

6.1.2 Provincial Skills Audits

- Simultaneous skills audits will be conducted across all ten provinces, providing decentralised and evidence-based data to inform provincial development planning and targeted skills interventions.

6.1.3 Skills Coordination and Policy Development Key policy initiatives will include:

- Development and launch of the National Skills Development Policy;

- Promotion of lifelong learning through blended and e-learning platforms;
- Integration of soft skills into national curricula to enhance employability.

6.1.4 Diaspora Skills Transfer

- The Ministry will help facilitate diaspora skills transfer by creating opportunities for skills exchange through international partnerships, and structured on-the-job training aligned with global labour market demands

6.1.5 Establishment of Vocational Centres of Excellence

- At least two Vocational Centres of Excellence will be established as model institutions for VTCs. These centres will play a critical role in attracting youths, women, and vulnerable groups to enrol in TVET programmes for practical and technical skills acquisition.

6.1.6 National Skills Fair

- The Ministry will host a National Skills Fair to showcase rural and technological skills, promote innovation, and enhance youth participation in skills development initiatives across the country.

