



GREAT ZIMBABWE UNIVERSITY

STRATEGIC PLAN

(2026-2030)



VISION

Vision-Towards an exceptional Pan-African University championing heritage-based scholarship, industrialisation and modernisation by 2030

MISSION

To contribute towards industrialisation and modernisation of society through heritage-based teaching, research and innovation

Core values (IQUIRI)

Inclusivity

Quality

Ubuntu/Unhu

Integrity

Results Focus

Innovativeness

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Foreword

It is a privilege and a distinct honor to present the Great Zimbabwe University (GZU) Strategic Plan for 2026–2030, a document that serves as a bold declaration of our intent to redefine the landscape of higher and tertiary education in Zimbabwe and across the African continent. Our journey has been one of remarkable transformation, evolving from our humble beginnings in 2000 with only 120 students into a premier multi-campus institution that now serves thousands across diverse faculties such as Agriculture and Engineering, Business Sciences, Education and Heritage, Law, Medical and Health Sciences, Natural Sciences, and Social Sciences. This growth has been anchored in our unique mandate, which was initially centered on Arts, Culture, and Heritage Studies but has since expanded exponentially to drive impactful research, innovation, and industrialisation. As we step into this new strategic period, we are guided by the National Vision of achieving a Prosperous and Empowered Upper-Middle-Income Society by 2030, a goal supported by the heritage-based



Education 5.0 philosophy. This framework compels us to move beyond traditional teaching and research into the realms of community engagement, innovation, and direct industrialisation. We are not just training graduates; we are rather cultivating a distinctive cadre of patriotic professionals who are independent, creative, and critical thinkers dedicated to national goals and aspirations. This Strategic Plan outlines several key pillars and flagship projects that will define our success over the next five years, including the acceleration of infrastructure development such as the modern University Specialist Hospital at Mashava Campus and the Innovation Centre of Excellence for Dryland Agriculture (ICEDA) in Chivi. These facilities are central to our commitment towards enhancing medical training and leading rural industrialisation. Embracing the 4th Industrial Revolution, we will also prioritise digital transformation, the integration of Artificial Intelligence (AI) in teaching, and the strengthening of our cyber security resilience. Through our Innovation Hub and industrial parks, the University will create business enterprises that commercialise research, foster multiple income streams, and solve real-world community problems. Our operations will remain steadfastly rooted in our core values, known as IQUIRI, which represent Inclusivity, Quality, Ubuntu (Unhu), Integrity, Results Focus, and Innovativeness. The success of this plan depends on the collective commitment of our dedicated staff, our vibrant student body, and our valued stakeholders, ranging from the Government of Zimbabwe to our partners in industry. We invite you to join us on this transformative journey as we build an exceptional Pan-African university that honors the legacy of Great Zimbabwe while pioneering the modernisation of our society. On behalf of the University Council, I would like to express our sincere gratitude to everyone who contributed towards the success of this five-year strategic plan. Let us continue with this positive energy and cooperation in the years to come. The Vice Chancellor, staff, students and all stakeholders have the Council's appreciation for the great job and profound enthusiasm they have for the institution.

Professor Mandivamba Rukuni
Council Chairman

Preface



The Great Zimbabwe University Strategic Plan (2026–2030) serves as a definitive roadmap for our institutional evolution over the next five years. This plan is deeply rooted in our identity as a heritage-based institution and is designed to move us closer to our vision of becoming an exceptional Pan-African university by 2030. We remain clear to our mission of directly contributing to industrialisation and modernisation through a robust application of teaching, research, and innovation. Our strategic direction for the 2026–2030 period is heavily influenced by the heritage-based Education 5.0 philosophy. We are shifting our focus beyond traditional academic delivery to prioritise impactful research and direct industrialisation. This shift is not merely theoretical but is exemplified by our commitment to completing transformative projects like the University Specialist Hospital at Mashava Campus and the Innovation Centre of Excellence for Dryland Agriculture (ICEDA) in Chivi. These initiatives are specifically designed to address national health and agricultural needs while providing our students with high-end, practical expertise. Throughout this strategic window, we will work tirelessly to create a conducive environment for independent, creative, and critical thinkers. We are dedicated to ensuring that our degree programmes remain relevant to industry needs, as evidenced by our continuous curriculum reviews and the integration of emerging technologies like Artificial Intelligence (AI) into our teaching and learning processes. Furthermore, we aim to increase the uptake of STEM programmes and cultivate the critical skills necessary for Zimbabwe to achieve its goal of becoming an upper-middle-income economy by 2030. As we implement these strategies, we remain committed to our core values of Inclusivity, Quality, Ubuntu (Unhu), Integrity, Results Focus, and Innovativeness. We will also intensify our efforts in resource mobilisation and the development of third income streams through innovation and commercialisation to ensure the long-term sustainability of our work. I invite all members of the University community and our external partners to embrace this plan with shared purpose and dedication as we work together to shape a modernised and heritage-conscious future. Finally, we appreciate the support and governance of our Council, the government of Zimbabwe and all stakeholders. We take pride in our contributions to Vision 2030. Our commitment to excellence, and our zeal for further exploits in future.

Professor Rungano Jonas Zvobgo
Vice Chancellor

Executive Summary

Great Zimbabwe University began as a modest initiative with only 120 students under the Masvingo Degree Programme but has undergone a transformation into a premier multi-campus institution currently serving approximately 10 000 students. While its initial identity was closely tied to Arts, Culture, and Heritage Studies, the University has since expanded its academic horizon to include seven diverse faculties ranging from Medical and Health Sciences to Engineering and Natural Sciences. This evolution was formalised when its mandate was expanded to emphasize impactful research, innovation, and industrialisation, aligning the institution with the broader national goal of Achieving an Empowered Upper-Middle-Income Society by 2030.

At the heart of this strategic period is a vision to become an exceptional Pan-African university that champions heritage-based scholarship and modernisation. This is supported by a mission to modernise society through the heritage-based Education 5.0 philosophy, which moves the institution beyond traditional teaching to prioritise research, community engagement, innovation, and direct industrialisation. The University's operations are anchored in the core values of Inclusivity, Quality, Ubuntu, Integrity, Results Focus, and Innovativeness, ensuring that the graduates produced are not only technically proficient but also patriotic and critical thinkers capable of solving real-world challenges.

The strategic framework for 2026–2030 is organised into three primary programmes focused on governance and administration, human capital development, and research, innovation and industrialisation. In terms of governance, the university is committed to digital transformation and the integration of Artificial Intelligence to enhance administrative efficiency and teaching delivery. Simultaneously, the focus on human capital development aims to increase access to quality education while specifically boosting enrolment in STEM disciplines to address national skills gaps. A major component of this plan is the pursuit of financial sustainability through third income streams generated by innovation hubs and the commercialisation of intellectual property.

Infrastructure development remains a cornerstone of this five-year plan, with several flagship projects serving as catalysts for regional and national growth. These include the completion of the University Specialist Hospital at the Mashava Campus, which will bridge the gap in medical personnel training, and the Innovation Centre of Excellence for Dryland Agriculture (ICEDA) in Chivi, which is tasked with leading rural industrialisation through scientific research in best agricultural practices. By aligning its internal targets with National Development Strategy 2 (NDS2), and addressing external factors such as global technological shifts, the University positions itself as a central pillar in the modernisation and a leader in national heritage-based education and innovation.

Introduction

Great Zimbabwe University, originally named Masvingo State University, was founded on the recommendations of the Chetsanga Report which was released in August 1995. The report recommended the devolving of Teachers and Technical Colleges into degree-awarding institutions that would eventually become independent universities. Accordingly, the process began with 120 students enrolled in a two-year Bachelor of Education (Primary) In-Service Degree, administered by the University of Zimbabwe as the Masvingo Degree Programme. In the year 2000, the programme became Masvingo University College, which was still under the University of Zimbabwe. In 2002, this became Masvingo State University, an independent institution, after Parliament passed the Masvingo State University Act. Operating independently from the Teachers' College by 2003, it was renamed Great Zimbabwe University in July 2007 after Parliament passed the Masvingo State University Amendment Act. Initially mandated for 'Arts, Culture and Heritage Studies', the University has exponentially expanded to incorporate science and technology education. Student numbers have grown from a mere 120 in 2000 to a peak of around 15 000 in 2018, with faculties that include Agriculture and Engineering, Business Sciences, Education and Heritage, Law, Medical and Health Sciences, Natural Sciences, and Social Sciences. Since 2012, the University has devolved into a multi-campus institution. In 2022, its mandate was formally expanded to focus on impactful research, innovation, and industrialisation.

Background

Great Zimbabwe University (GZU) recognises the centrality of human capital development, innovation, and industrialisation in the quest for Zimbabwe's socioeconomic progress. As the nation works to achieve upper middle-income status by 2030, the University is strategically positioned to support this transformational agenda. In line with its mandate, the University actively implements the heritage-based Education 5.0 philosophy, which emphasizes teaching, research, community engagement, innovation, and industrialisation. The University promotes heritage-based scholarship and modernisation, focusing on cultivating innovation, ingenuity, and critical thinking in graduates to develop a distinctive cadre of patriotic professionals dedicated to national goals. The University remains responsive to national policy priorities and has contributed meaningfully to key areas outlined in Zimbabwe's National Development Strategy 2 (2026–2030). The University has so far advanced significant projects aligned with national objectives. To enhance teaching and learning at the Simon Mazorodze School of Medical and Health Sciences, the University is working on a modern university specialist hospital at Mashava Campus. This facility will collaborate closely with the Medical School to deliver advanced health services and help address the shortage of medical personnel thereby supporting NDS2's health and well-being targets. Further, the University is about to complete construction of the Innovation Centre of Excellence for Dryland Agriculture (ICEDA) in Chivi, reinforcing its commitment to agricultural research and rural industrialisation. To align with higher education's renewed focus on research and innovation, the University has revised curricula across all schools, has revamped existing degree programmes, and has introduced new certificate, post-graduate diploma and degree programmes.

As the University continues on this trajectory, it undertakes to do the following:

- create a conducive environment for the development of independent, creative and critical thinkers, innovators, researchers and industry experts;
- focus on high end innovation and attainment of a high ranking in Africa based on research;
- enable productive interaction with industry in order to enhance academic excellence, innovation, industrialisation and professional growth;
- create University business enterprises based on the institution of innovation hubs, incubation of ideas, and commercialisation of goods and services;
- leverage ICT-driven 4th Industrial Revolution and the emerging digital platforms in order to transform academic excellence, operations and stakeholder engagements;
- create a University which attracts students, academic staff, researchers and sponsors from across the globe;
- understand students' needs and opportunities that can be further developed beyond their degree programmes;
- enrich the curricula and perfect methods of delivery through incorporating input from employers and industry experts;
- provide meaningful work-related learning opportunities for students through relevant attachment/placements;
- expand student and staff opportunities through community engagement; Ø create an environment that caters for diverse students in order to enable them to reach their full potential;
- create opportunities for students to exchange ideas, share their values and shape the world in which they live;
- acknowledge the value of engagement and social responsibility through various local and national initiatives; and
- ensure that degree programmes on offer remain relevant to industry.

The institutional strategy to achieve the above is within the context and framework provided by key national documents namely:

- The National Development Strategy (NDS) 2
- The Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development Strategic Plan;
- The Education 5.0 Doctrine and Philosophy;
- National Critical Skills Audit Report (2018); and
- The Zimbabwe National Qualifications Framework.

Cumulatively, these national documents seek to transform the country into an upper-middle income economy by 2030, deliberately using education to push forward the national development agenda. In the context of these documents, the Strategic Plan spells out the change strategy trajectory towards implementation of Education 5.0.

National Level Contribution

National Vision:

Towards a Prosperous and Empowered Upper Middle Income Society by 2030

National Priorities the Great Zimbabwe University is contributing to:

- (i) Science, Technology, Innovation, Digital and Human Capital Development
- (ii) Good Governance, Institution Building, Peace and Security

National ref	NPA/s Name	National Key Result Area	National Tertiary Outcome/s	TOUC Reference
NPA 5	Science, Technology, Innovation, Digital and Human Capital Development	1. Science and Technology Development	1.Enhanced Science and Technology Innovation Ecosystems for Global Competitiveness	TOUC 11
		2. Human Capital Development	1. Increased availability of skilled workforce 2. Improved access to quality Education	TOUC 12 TOUC 13
NPA 10	Good Governance, Institution Building, Peace and Security	1. Public Service Delivery	1.Enhanced inclusive service delivery	TOUC 31

Sectoral Level Contribution:

Sectoral Level

Sector ref	Sector/s Name	Sector Key Result Area	Sector Intermediate Outcome/s	Reference
5	Science, Technology, Innovation, Digital and Human Capital Development	Research and Technology Development	1.Improved science and technology innovation ecosystems	IOUC 26
5		Education and Training	1.Improved access to quality, equitable and inclusive education 2. Increased availability of specialist skills for industry, commerce and public sector 3.Increased availability of human capital for science, technology, engineering and mathematics	IOUC 27 IOUC 28 IOUC 29
10	Good Governance	Public Service Delivery	1.Enhanced inclusive	IOUC 65

Agency Level

1. **MDA:** Great Zimbabwe University
2. **MDA Vote Number:** 16
3. **MDA Vision Statement:**
Towards an exceptional Pan-African university championing heritage-based scholarship, industrialisation and modernisation by 2030
4. **MDA Mission Statement:**
To contribute towards industrialisation and modernisation of society through heritage-based teaching, research and innovation
5. **Core Values (IQUIRI):**
In the context of Great Zimbabwe University, the terms below are understood as follows:
Inclusivity: Fostering a diverse and welcoming environment for all students, staff and stakeholders
Quality: The degree of excellence of goods and services offered by the University
Ubuntu/Unhu: Acting in a way that shows how cultured one is
Integrity: Embodying high ethical and moral standards
Results Focus: Striving for continuous improvement in all outcomes
Innovativeness: Purposeful discovery through learning, teaching and scholarship that changes people's lives.
6. **Terms of Reference:**
 - The Constitution of Zimbabwe, Amendment (No. 20) Act 2013
 - The Great Zimbabwe University Act [*Chapter 25:24*],
 - The Amendment of State Universities Statutes Act, 2022, Section 2 (a)
7. **Overall Functions:**
For the achievement of its objectives, the University, subject to the Act of Parliament, has the following powers:
 - a. to advance knowledge through teaching and learning, research, community services, innovation, and industrialisation;
 - b. to provide for research and courses of instruction, whether on a full-time or part-time basis, by correspondence or extra-murally, and to take such other steps as may appear necessary and desirable for the advancement and dissemination of knowledge;
 - c. to hold examinations and to confer degrees, including honorary degrees, diplomas, certificates and other awards, upon persons who have followed a course or courses of study approved by the Senate and additionally, or have satisfied such other requirements as may be determined by the Senate;
 - d. to provide courses not leading to degrees, diplomas or certificates, including training for persons wishing to enter the University;
 - e. to provide opportunities for staff and students and such other persons as the University may approve to engage in productive activity in the fields of education and any field in which the

- University may from time to time be engaged;
- f. to promote research with particular reference to the educational needs of Zimbabwe;
 - g. to institute professorships, lectureships, research fellowships, staff development fellowships and other posts and offices and to make appointments thereto;
 - h. to institute and award fellowships, scholarships, bursaries, prize medals, exhibitions, and other distinctions, awards and forms of assistance consistent with its objects;
 - i. to erect, equip and maintain laboratories, offices, halls of residence, lecture halls, libraries, museums and other buildings and structures required for the promotion of its projects;
 - j. to regulate and provide for the residence of its students and members of staff;
 - k. to provide and maintain sports fields and other recreational facilities for its students and members of staff;
 - l. to demand and receive such fees as may from time to time be prescribed by or in terms of the Statutes;
 - m. to enter into such contracts and to establish such trusts and to appoint such staff as the University may require;
 - n. to establish pension, superannuation provident or other credit fund schemes for the benefit of its staff or any section thereof and to enter into arrangements with the Government or any organisation or person for the operation of such schemes;
 - o. to acquire any property, movable or immovable, and to take, accept and hold any property which may become vested in it by way of purchase, exchange, grant, donation, lease, testamentary disposition or otherwise;
 - p. to sell, mortgage, let on hire, exchange, donate or otherwise dispose of any property held by it;
 - q. to invest in the money market, business concerns, land or securities such funds as may be vested in it for the purpose of endowment, whether for general or specific purposes, or such other funds as may not be immediately required for current expenditure;
 - r. to borrow money for any purpose deemed fit by the Council;
 - s. to lend money in the form of short-term loans to its staff on terms and conditions approved by the Council; and
 - t. to do all such acts and things, whether or not incidental to the powers specified in this subsection, and whether inside or outside Zimbabwe, as may be requisite in order to further its overall objects or any of them.

8. Programmes in the MDA and their functions:

- Governance and Administration
- Human Capital Development
- Research, Innovation and Industrialisation

9. State Enterprises and Parastatals, Statutory Bodies and Grant Aided Institutions under the MDA and their functions.

- N/A

10. Environmental Scan

	Strengths <i>(Internal)</i>	Weaknesses <i>(Internal)</i>	Opportunities <i>(External)</i>	Threats <i>(External)</i>
Political	<ul style="list-style-type: none"> ● Strong political will ● Conducive environment for human capital development ● Existence of sound policies ● Engagement and re-engagement policies 	<ul style="list-style-type: none"> ● low buy in from internal stakeholders ● Excessive bureaucracy 	<ul style="list-style-type: none"> ● Improved International and Regional relations ● Good Government Policies and Priorities ● Effective linkages between industry and training institutions 	<ul style="list-style-type: none"> ● Existence of unilateral cohesive measures - Sanctions ● Geo-political tensions
Economic	<ul style="list-style-type: none"> ● Availability of basic infrastructure ● Digitalisation of Higher and Tertiary Education sector ● Establishment of Innovation Hubs and Industrial Parks 	<ul style="list-style-type: none"> ● Inadequate retention strategies ● Limited resources 	<ul style="list-style-type: none"> ● Development of 3rd revenue streams ● Capitalising on partnerships 	<ul style="list-style-type: none"> ● Economic Sanctions ● High interest rates ● Low capacity by industry to assimilate graduates ● Relatively low disposable incomes compared to regional trends
Social	<ul style="list-style-type: none"> ● Community engagement initiatives. ● Collaborations with multiple stakeholders ● Proximity to the Great Zimbabwe monuments world heritage site 	<ul style="list-style-type: none"> ● Lack of sustainable educational funding schemes ● Uncompetitive remuneration 	<ul style="list-style-type: none"> ● Production of competent and knowledgeable human resource ● Increase in innovation, rural industrialisation and entrepreneurship initiatives ● Export of skilled labour thereby creating linkages and knowledge sharing 	<ul style="list-style-type: none"> ● Increased competition from local regional and international institutions ● Skills flight ● Drug and substance abuse ● Emigration ● Negative perceptions on soft skills
Technological	<ul style="list-style-type: none"> ● Existence of innovation hubs and incubation centres ● Existence of supportive technological development institutions such as Zimbabwe Centre for High Performance Computing (ZCHPC) and Zimbabwe National Geospatial Space Agency (ZINGSA) ● Readiness to embrace new technology 	<ul style="list-style-type: none"> ● Limited modern and appropriate technology for teaching and research ● Shortage of key staff required to drive a knowledge economy ● Obsolete equipment ● Insufficient digital infrastructure 	<ul style="list-style-type: none"> ● Existing infrastructure for emerging technologies ● Partnerships with other institutions and industry ● Potential funding for technological advancement initiatives ● Increased access to research output 	<ul style="list-style-type: none"> ● Skills flight ● Cyber security threats ● Resistance to technological changes

Legal	<ul style="list-style-type: none"> ●Supportive legal instruments ●Availability of legal expertise ●Strong linkages with institutions in the legal fraternity ●Existence of the Herbert Chitepo Law School 	<ul style="list-style-type: none"> ●Insecure land tenure ●Delayed review of policies to align with existing legal frameworks 	<ul style="list-style-type: none"> ●International collaborations ●Ratification of international conventions and treaties 	<ul style="list-style-type: none"> ●Skills flight ●Regulatory changes ●Inconsistencies in legal frameworks
Ecological	<ul style="list-style-type: none"> ●Existence of sustainability initiatives ●Strong natural resource base ●Existence of research opportunities ●Community engagement through outreach activities 	<ul style="list-style-type: none"> ●Limited green skills ●Sustainability and green policy gaps 	<ul style="list-style-type: none"> ●Availability of land ●Favourable climate ●Climate smart policies 	<ul style="list-style-type: none"> ●Climate change
Governance	<ul style="list-style-type: none"> ●Compliance to policies and statutes ●Compliance to IRBM system ●Unqualified audits 	<ul style="list-style-type: none"> ●Bureaucracy ●Poor institutional capacity 	<ul style="list-style-type: none"> ●Existence of national corporate governance frameworks 	<ul style="list-style-type: none"> ●Corruption ●Cyber threats

11. Programmes and Outcomes:

Prog. Ref	Programme Name	Programme Preliminary Outcome/s	Weight	Responsible Departments	Contributing MDAs/ Other Partners	Type of Contribution	Sector Intermediate Outcome Ref.	National Tertiary Outcome Ref	SDG Ref
1	Governance and Administration	1.Improved Corporate Governance	20%	<ul style="list-style-type: none"> •University Council and Vice Chancellor’s Office •Administrative services •Bursary Services •Assurance services •Digitalization services •Library Services •Student Affairs •Works and Estates •Information and Public Relations 	<ul style="list-style-type: none"> •Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MHTEISTD) •Corporate Governance Unit •Zimbabwe Anti-Corruption Commission •Office of the President and Cabinet •Procurement Regulatory Authority of Zimbabwe •Auditor General •Ministry of Finance, Economic Development and Investment Promotion •ZIMCHE •Telecommunication Companies •Local, Regional and International Universities •Bi- and multi-lateral agencies •Community •Other Government ministries and departments •ZimTrade •Zimbabwe National 	<ul style="list-style-type: none"> • Policy guidance and funding • Market linkages • Compliance • Regulations and Compliance • Compliance • Compliance • Compliance • Compliance and Policy guidance • Compliance • Programme quality standards • Funding and support • Benchmarking and collaborations 	65 66	31	16

					Chamber of Commerce <ul style="list-style-type: none"> Local and International financial institutions 	<ul style="list-style-type: none"> Funding and support Service provision Policy guidance Compliance Funding, support and validation Funding and support 			
2	Human Capital Development	1.Improved access to quality, equitable and inclusive higher and tertiary education	40%	<ul style="list-style-type: none"> Pro-Vice Chancellor Academic Affairs and Administration All Schools Postgraduate Studies and Publications Campus Radio 	<ul style="list-style-type: none"> MHTEISTD Other Government Ministries and Departments Local, Regional and International Universities/Agencies Regulatory and Professional bodies Industry 	<ul style="list-style-type: none"> Policy guidance and funding Funding, policy guidance, and collaborations Collaborations and research ideas, absorption of graduates Quality assurance and compliance Collaborations and funding 	27 28 29	12 13	4
3	Research, Innovation and industrialisation	1.Increased research and innovation capacity 2. Enhanced Rural industrialisation through research and innovation by HTEIs	40%	<ul style="list-style-type: none"> Pro-Vice Chancellor Research and Innovation, Business Development and Industrialisation Research services Innovation and industrialisation services 	<ul style="list-style-type: none"> MHTEISTD Other government ministries and departments Local, Regional and International Universities/Agencies Regulatory and Professional bodies Industry 	<ul style="list-style-type: none"> Policy guidance and funding Funding, policy guidance, and collaborations Collaborations and research ideas, absorption of graduates Quality assurance and compliance Collaborations and funding 	26	11	1, 2, 9, 10, 11 and 12

12. Policies Applicable to Great Zimbabwe University:

	External Policy	Programme Ref	Internal Policy	Programme Ref
	Labour Act Chapter (28:01)	1, 2 & 3	Gender Policy (2019)	1, 2 & 3
	Public Entities Corporate Governance Act (Chapter 10:31)	1, 2 & 3	Funeral and Bereavement Policy (2023)	1, 2 & 3
	Public Finance Management Act Chapter (Chapter 10:31)	1, 2 & 3	Ordinance 2, 3, 4, 5 (2024)	1, 2 & 3
	Public Procurement and Disposal of Public Assets Act (Chapter 22:23)	1, 2 & 3	Examinations Policy (2000)	1, 2 & 3
	National Manpower Development Act (Chapter 28.2)	1, 2 & 3	ICT Policy (2020)	1, 2 & 3
	National Disability Policy	1, 2 & 3	Recruitment Policy (2015)	1, 2 & 3
	National Social Security Act (Chapter 17.04)	1, 2 & 3	SEC Constitution (2000)	1
	Factories and Works Act (Chapter 14.08)	1, 2 & 3	Risk Management Policy (2025)	1, 2 & 3
	Public Health Act (Chapter 15.17)	1, 2 & 3	Financial Management (2000)	1, 2 & 3
	Freedom of Information Act No. 1 of 2020	1, 2 & 3	Procurement Policy (2021)	1, 2 & 3
	Science and Technology Policy	1, 2 & 3	Security Policy (2022)	1, 2 & 3
	Copyright and Neighbouring Rights Act (Chapter 26.05)	1, 2 & 3	Safety , Health and Environmental Policy (2015)	1, 2 & 3
	Intellectual Property Policy	1, 2 & 3	Accident Policy (2013)	1, 2 & 3
	Domestic Violence Act	1, 2 & 3	Housing Policy (2014)	1, 2 & 3
	Research Act (Chapter 10.22)	1, 2 & 3	Internal Audit Charter (2016)	1, 2 & 3
	Centre for Education, Innovation, Research and Development Act (Chapter 25:34)	1, 2 & 3	Staff Development Policy (2021)	1, 2 & 3
	Patents Act (Chapter 26.03)	1, 2 & 3	Pursuance of Studies Policy (2015)	1

13. DEMAND ANALYSIS

CLIENT NEEDS/PROBLEMS ANALYSIS: *Negative situation for a client that needs to be addressed*

Direct Clients	Needs/Problems	Extent (Magnitude /seriousness)
1. Students	<p>1.1 Needs:</p> <ol style="list-style-type: none"> 1. Quality education 2. New programmes which are relevant to industry needs 3. Enhanced virtual learning 4. Integration of AI in teaching and learning 5. Timely work related assessments 6. Improved campus security 7. Improved intra-campus transportation 8. Conducive, well equipped learning environment 9. Quality accommodation 10. Reliable internet connectivity in all campuses 11. Psycho social support 12. Inclusivity 13. Well-resourced libraries 14. Life skills <p>1.2 Problems</p> <ol style="list-style-type: none"> 1. Limited learning resources 2. Inadequate on campus accommodation 3. Mental and social health issues 4. Inadequate work related learning opportunities 5. Inability to raise fees on time <p>1.3 Causes:</p> <ol style="list-style-type: none"> 1. Limited funding 2. Peer pressure, drug and substance abuse, bullying 3. Inadequate social infrastructure 4. Macro-economic challenges 	High
2. Community (Customers)	<p>2.1 Needs</p> <ol style="list-style-type: none"> 2.1.1 Quality goods and services 2.1.2 Community engagement 2.1.3 Corporate social responsibility 2.1.4 Business opportunities 2.1.5 Employment opportunities 2.1.6 Partnerships and collaborations <p>2.2 Problems</p> <ol style="list-style-type: none"> 2.2.1 Inadequate goods and services 2.2.2 Limited impactful research 2.2.3 Restrictive regulations 	High

	2.2.4 Bureaucracy and redtape	
	2.3 Causes 2.3.1 Limited funding 2.3.2 National policy 2.3.3 Procedure	

STAKEHOLDERS ANALYSIS

Direct Stakeholders	Demands/ Expectations	Extent (<i>Magnitude/ seriousness</i>)
1. Office of the President and cabinet (OPC)	<ul style="list-style-type: none"> ● Policy implementation ● Delivery of mandate ● Good corporate governance (accountability, transparency, integrity, fairness) ● Up-to-date information on operations ● Performance reports 	High
2. Ministry of Finance, Economic Planning and Investment Promotion	<ul style="list-style-type: none"> ● Policy implementation ● Delivery of mandate ● Good corporate governance (accountability, transparency, integrity, fairness) ● Up-to-date information on operations ● Performance reports 	High
3. Public Service Commission (PSC)	<ul style="list-style-type: none"> ● Policy Implementation ● Delivery of mandate ● Good corporate governance (accountability, transparency, integrity, fairness) ● Up-to-date information on operations ● Performance reports 	High
4. Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development	<ul style="list-style-type: none"> ● Delivery on mandate ● Compliance with rules and regulations 	High
5. Employees / Members of staff	<ul style="list-style-type: none"> ● Competitive conditions of service ● Job security ● An enabling environment ● Respect and recognition ● Achievement and growth 	High
6. Other Government Ministries	<ul style="list-style-type: none"> ● Delivery on mandate ● Good corporate governance (accountability, transparency, fairness, integrity) ● Compliance with rules and regulations 	High
7. University Council	<ul style="list-style-type: none"> ● Compliance with corporate governance best practice ● Delivery on mandate ● Growth and development (profitability, size and going concern) 	High
8. Industry	<ul style="list-style-type: none"> ● Certified graduates with relevant skills ● Mutually beneficial collaborations ● New knowledge/research 	High

9. Parents and guardians	<ul style="list-style-type: none"> ● Responsible university ● Value for money (quality tuition and service for their children) ● Growth ● Safety for their children ● Accountability ● Professionalism 	High
10. Suppliers/service providers	<ul style="list-style-type: none"> ● Honesty ● Timely payment ● Continued business relationships ● Professionalism 	High
11. Bankers	<ul style="list-style-type: none"> ● Continuous business ● Creditworthiness 	High
12. Regulatory institutions	<ul style="list-style-type: none"> ● Compliance 	High
13. Financiers/sponsors	<ul style="list-style-type: none"> ● Good corporate governance ● Quality products and services 	High
14. Community (Publics)	<ul style="list-style-type: none"> ● Constructive engagement ● Good corporate governance ● Beneficial research ● Employment ● Business opportunities ● Social responsibility ● Good corporate citizenship ● Growth ● Respect for diversity 	High
15. Sister institutions / competitors	<ul style="list-style-type: none"> ● Mutually beneficial collaborations ● Collegiality 	High
16. Regional and international bodies	<ul style="list-style-type: none"> ● Corporate governance ● Mutually beneficial collaborations ● Participation in regional and international engagements ● Subscriptions 	High
17. Partners	<ul style="list-style-type: none"> ● Exchange programmes ● Collaborations 	High
18. Alumni	<ul style="list-style-type: none"> ● Engagement and involvement ● Growth ● Upholding the institution's reputation 	High
19. Professional bodies	<ul style="list-style-type: none"> ● Professionalism ● Compliance ● Collaborations ● Engagements ● Growth ● Subscriptions ● Business relationships 	High

14. STRATEGIES, ASSUMPTIONS, RISKS AND MITIGATIONS

Period	Strategies	Assumptions	Risks	Mitigations
Programme 1: Governance and Administration				
Outcome 1: Improved corporate governance				
Budget Year (2026)	Accelerate development, implementation and review of policies to support Education 5.0	<p>Consistent policy direction</p> <p>Stakeholder buy-in</p> <p>Adequate expertise to develop and review policies.</p> <p>Stable national regulatory environment.</p>	<p>Policy redundancy</p> <p>Delays in policy approval processes.</p> <p>Misalignment between new policies and Education 5.0 expectations.</p> <p>Inadequate stakeholder consultation</p>	<p>Conduct annual policy reviews to ensure alignment with Ministerial directives.</p> <p>Fast-track approval workflows through digitised policy management systems.</p> <p>Provide capacity-building sessions on Education 5.0 policy requirements.</p> <p>Establish mandatory stakeholder consultation and validation processes.</p>
	Introduce AI and cyber resilience, while accelerating digital transformation	<p>Funding is available for automation, systems integration, and ICT upgrades</p> <p>AI technologies become affordable and scalable.</p> <p>Staff have the capacity to implement and use AI.</p> <p>Reliable internet connectivity and infrastructure.</p>	<p>Cybersecurity threats disrupting digital systems</p> <p>Resistance to automation due to fear of job displacement.</p> <p>AI bias or ethical concerns leading to misuse.</p> <p>Overdependence on technology.</p>	<p>Enforce strong cybersecurity protocols (backups, MFA, patching, audits). Provide change management and training programmes for staff. Develop an AI Ethics and Governance Framework.</p> <p>Conduct detailed business process assessments before automation.</p>
	Strengthen compliance with Laws and Standards	<p>Stakeholder buy-in</p> <p>Availability of adequate resources</p> <p>The university maintains awareness of national regulatory changes.</p> <p>Regulators provide timely guidance.</p> <p>Assurance services exist to monitor compliance.</p>	<p>Litigation due to non-compliance.</p> <p>Reputational damage from data breaches or governance failures.</p> <p>Penalties for failure to comply with statutory obligations.</p> <p>Inconsistent application of compliance</p>	<p>Regular compliance audits and risk assessments.</p> <p>Conduct central compliance monitoring and evaluation. Establish a university-wide compliance dashboard.</p> <p>Conduct continuous training on legal and regulatory obligations.</p>

		Leadership supports compliance enforcement.	frameworks across departments.	
	Intensify Client and Stakeholder Management and Engagement	Stakeholders are willing to collaborate with GZU. Communication channels are open and accessible. Adequate resources exist for stakeholder engagement activities.	Stakeholder fatigue Misunderstandings or conflicts. Negative public perception affecting partnerships. Exclusion of key community and rural stakeholders.	Develop a Stakeholder Engagement Framework and Communication Strategy. Conduct periodic stakeholder surveys to measure satisfaction. Engage rural communities, traditional leaders and heritage institutions deliberately. Use digital platforms (portals, SMS, apps, email) for consistent engagement.
	Upscale resource mobilisation	Funding partners are willing to support innovation and industrialisation. The industrial park and commercialisation projects generate sound returns. International partners remain interested in collaborations.	Failure to secure grants or external funding. Limited financial resources to invest in industrial park expansion. Poor financial governance leading to misuse of funds. Global economic shocks affecting donor interest.	Develop a Third Income Stream Strategy covering commercialisation, consultancy, and IP licensing. Diversify funding sources (government, private sector, philanthropy, international universities). Strengthen financial governance, audits, and revenue-tracking systems Build strategic partnerships with industry for co-funded
2-3 Years (2027-2028)	Consolidate and continuously improve Education 5.0 Governance Policies	Faculties adopt heritage-based innovation and entrepreneurship policies. Adequate resources exist to roll out innovation governance systems.	Misalignment between faculty practices and Education 5.0 governance. Weak IP management leading to disputes or loss of revenue.	Implement university-wide mandatory innovation, IP and entrepreneurship frameworks. Provide continuous faculty-level training on IP, commercialisation and innovation governance.
	Accelerate digital transformation, AI integration, and cyber resilience	Systems are scalable and interoperable. ICT infrastructure can handle growing digitalisation demands.	System downtime affecting academic and administrative operations. Data integrity and synchronisation issues.	Implement enterprise architecture standards. Maintain strong disaster recovery and backup systems. Implement cyber drills, penetration testing, and

				awareness training. Conduct periodic system integration tests.
Strengthen compliance with Laws and Standards	<p>Stakeholder buy-in</p> <p>Availability of adequate resources</p> <p>The university maintains awareness of national regulatory changes.</p> <p>Regulators provide timely guidance.</p> <p>Assurance services exist to monitor compliance.</p> <p>Leadership supports compliance enforcement.</p>	<p>Litigation due to non-compliance.</p> <p>Reputational damage from data breaches or governance failures.</p> <p>Penalties for failure to comply with statutory obligations.</p> <p>Inconsistent application of compliance frameworks across departments.</p>	<p>Regular compliance audits and risk assessments.</p> <p>Conduct central compliance monitoring and evaluation.</p> <p>Establish a university-wide compliance dashboard.</p> <p>Conduct continuous training on legal and regulatory obligations.</p>	
Nurture Client and Stakeholder Management	<p>Stakeholders are willing to collaborate with GZU.</p> <p>Communication channels are open and accessible.</p> <p>Adequate resources exist for stakeholder engagement activities.</p>	<p>Stakeholder fatigue</p> <p>Misunderstandings or conflicts.</p> <p>Negative public perception affecting partnerships.</p> <p>Exclusion of key community and rural stakeholders.</p>	<p>Develop a Stakeholder Engagement Framework and Communication Strategy.</p> <p>Conduct periodic stakeholder surveys to measure satisfaction.</p> <p>Engage rural communities, traditional leaders and heritage institutions deliberately.</p> <p>Use digital platforms (portals, SMS, apps, email) for consistent engagement.</p>	
Upscale resource mobilisation	<p>Funding partners are willing to support innovation and industrialisation.</p> <p>The industrial park and commercialisation projects generate sound returns.</p> <p>International partners remain interested in collaborations.</p>	<p>Failure to secure grants or external funding.</p> <p>Grants and other external finance with restrictive terms and conditions</p> <p>Limited financial resources to invest in industrial park expansion.</p> <p>Poor financial governance leading to misuse of funds.</p> <p>Global economic shocks affecting donor interest.</p>	<p>Develop a Third Income Stream Strategy covering commercialisation, consultancy, and IP licensing.</p> <p>Diversify funding sources (government, private sector, philanthropy, international universities).</p> <p>Strengthen financial governance, audits, and revenue-tracking systems</p> <p>Build strategic partnerships with industry for co-funded</p>	

4-5 Years (2029-2030)	Embed a culture of policy development, implementation and review of policies to support Education 5.0	Departments and schools support implementation processes Innovation and commercialisation output increases.	Institutional complacency or regression. Policy obsolescence	Conduct periodic external reviews. Continually update governance frameworks based on national and global best practices.
	Institutionalise digital transformation, AI integration, and cyber resilience	AI and automation technologies are accessible and affordable. Staff are capable of using advanced digital systems. Updated cybersecurity tools remain accessible. Staff understand and follow security protocols.	Unethical practices in use of AI Over-dependence on digital systems. Advanced or evolving cyber threats.	Keep human oversight in automated processes. Maintain continual monitoring, audits, and cyber upgrades. Implement a real-time incident detection and response system.
	Institutionalise Client and Stakeholder Management	The government and industry remain supportive of collaborative work. Communities and international partners are willing to participate. GZU's global reputation improves due to heritage-based innovation.	Partnership collapse Political or economic shifts affecting collaborations.	Develop formal MoUs with clear deliverables. Maintain periodic stakeholder reviews and engagement forums.
	Institutionalise resource mobilization	Third-stream income increases significantly Industrial park projects achieve commercial success.	Low commercial viability of university innovations. Unpredictable economic conditions. Weak financial sustainability for commercialisation initiatives.	Conduct market feasibility studies for innovation outputs. Diversify revenue streams across research, consultancy, internationalisation, and innovation. Build a financial reserve and long-term investment strategy.
Outcome 1: Improved corporate governance (Infrastructure Development)				
Budget year 2026	Accelerate completion of research and innovation infrastructure	Availability of financial, human and material resources	Irregular disbursement of funds Skills flight	Lobbying for expedited disbursements Development of third stream income
	Initiate infrastructure development at the main campus			
	Accelerate tooling and retooling of teaching and			

	learning infrastructure			
	Initiate renovation of university infrastructure			
2-3 years 2027-2028	Roll-out infrastructure development at the main campus			
	Strengthen tooling and retooling of teaching and learning infrastructure			
	Accelerate renovation of university infrastructure			
4-5 years 2029-2030	Accelerate infrastructure development at the main campus			
	Completion of tooling and retooling of teaching and learning infrastructure			
	Embed a culture of continuous renovation of university infrastructure			

Programme 2: Human Capital Development

Outcome 1: Improved access to quality, equitable and inclusive higher and tertiary education

Budget Year (2026)	Accelerate the alignment of academic programmes to industrial needs	Industry needs have been correctly identified and understood Availability of suitable and adequate infrastructure	Limited capacity Absence of adequate skills	Expedite the renovations, equipping and expansion of institutional infrastructure Enhance collaboration with industry Continuous training of staff
	Diversify learning modes and methods	Lecturers are adequately trained to adopt new, diverse teaching methods Students have access to the learning platforms	Cyber attack	Implement adequate cyber security Ensure robust IT infrastructure and student

		Availability of suitable and adequate infrastructure	Regulatory bottlenecks Absence of adequate skills	devices for internet access support. Consultations with regulatory bodies Continuous training of staff
	Facilitate funding partnerships between financial institutions and students	Financial institutions are willing to offer attractive and affordable student loan/financing products.	Students become overburdened with debt leading to low uptake of financing or high default rates.	Negotiating favourable interest rate and repayment terms with partners. Implementing a financial literacy program for students.
	Strengthen student recruitment efforts	Market receptivity	Market competition	Continuous competitive analysis and differentiation: Regularly monitor competitor pricing, program launches and scholarship offerings.
	Enhance Collaboration between the university and Professional bodies	Cooperation from key stakeholders	Differences over curriculum standards or collaboration terms	Establish a formal memorandum of agreement
	Introduce flexible fees payment strategies	Student compliance	Economic volatility	Diversify investments
2-3 years (2027-2029)	Strengthen the alignment of academic programmes to industrial needs	Industry needs have been correctly identified and understood Availability of suitable and adequate infrastructure	Limited capacity Absence of adequate skills	Expedite the renovations, equipping and expansion of institutional infrastructure Enhance collaboration with industry Continuous training of staff
	Upscale Online Programmes	Lecturers are adequately trained	Digital divide	Upskilling of staff in ICT.
	Strengthen funding partnerships between financial	Financial institutions are willing to offer attractive and affordable student loan/financing products.	Students become overburdened with debt leading to low	Negotiating favourable interest rate and repayment terms with partners.

	institutions and students		uptake of financing or high default rates.	Implementing a financial literacy program for students.
	Strengthen student recruitment efforts	Market receptivity	Market competition	Continuous competitive analysis and differentiation: Regularly monitor competitor pricing, program launches and scholarship offerings.
	Enhance Collaboration between the university and Professional bodies	Cooperation from key stakeholders	Differences over curriculum standards or collaboration terms	Establish a formal memorandum of agreement
	Strengthen flexible fees payment strategies	Student compliance	Economic volatility	Diversify investments
4-5 Years (2029-2030)	Institutionalise the alignment of academic programmes to industrial needs	Industry needs have been correctly identified and understood Availability of suitable and adequate infrastructure	Limited capacity Absence of adequate skills	Expedite the renovations, equipping and expansion of institutional infrastructure Enhance collaboration with industry Continuous training of staff
	Embed online programmes in university processes	Lecturers are adequately trained	Digital divide	Upskilling of staff in ICT.
	Strengthen funding partnerships between financial institutions and students	Financial institutions are willing to offer attractive and affordable student loan/financing products.	Students become overburdened with debt leading to low uptake of financing or high default rates.	Negotiating favourable interest rate and repayment terms with partners. Implementing a financial literacy program for students.
	Strengthen student recruitment efforts	Market receptivity	Market competition	Continuous competitive analysis and differentiation: Regularly monitor competitor pricing, program launches and scholarship offerings.

	Institutionalise Collaboration between the university and Professional bodies	Cooperation from key stakeholders	Differences over curriculum standards or collaboration terms	Establish a formal memorandum of agreement
	Strengthen flexible fees payment strategies	Student compliance	Economic volatility	Diversify investments
	Institutionalise staff development fellowships and visiting practitioner schemes.	The university has the capacity to institutionalise the Fellowship programmes	Low uptake of Fellowship positions	Competitive and attractive incentives for Fellowship programmes
Outcome 2: Increased Uptake of STEM Programmes in Higher and Tertiary Education Institutions				
Budget Year (2026)	Strengthen career guidance in schools	Stakeholder buy-in.	Incapacitated Career Guidance Teams	Deliberate allocation of resources to prioritise representation of all disciplines. Stakeholder involvement
	Accelerate showcasing of programmes by role models/ alumni.	Alumni willing to participate	Role model/ Alumni misrepresentation	Thorough background checks
	Streamline regulations to make STEM programmes more accessible.	University flexibility.	Competition	Bridging programmes
	Provide incentives to STEM candidates.	Availability of adequate resources. Government support	Lack of financial sustainability.	Secure a diversified funding base Offer Internship opportunities.
2-3 years (2027-2028)	Intensify collaboration with industry and key stakeholders.	Sustained support.	Misaligned priorities. Low uptake by industry and stakeholders	Diversify partners.
4-5 years (2029-2030)	Establish GZU-administered schools with STEM	Students are available	Competition	Ensure high standards and affordability

	Institutionalise collaboration with industry and key stakeholders.	Sustained support.	Misaligned priorities. Low uptake by industry and stakeholders	Diversify partners.
Outcome 3: Improved availability of critical skills				
Budget year (2026)	Strengthen partnerships with industries and government in critical skills development	Stakeholder buy-in.	Misalignment of priorities	Diversify partnership
	Enhance the development of competence-based programmes	Availability of competent staff	Skills flight	Strengthen retention strategies
	Prioritise staff development	Availability of technical expertise	Breach of contracts	Strengthen binding contracts
	Secure scholarships and bursaries to attract top talent			
2-3 years (2027-2028)	Secure industry-sponsored projects or research topics	The university has capacity to undertake the projects	Availability of industry scholarships	Strengthen university-industry partnerships
	Strengthen scholarships and bursaries to attract top talent	Resource availability	Sustainability and continuity risks	Sourcing financial resources from multiple sponsors
	Strengthen career development and placement service	Industry buy-in	Competition for students with other universities	Ensure high standards and accessibility
4-5 years (2029-2030)	Establish GZU-administered schools offering subjects in the critical skills disciplines	Students are available	Competition	Ensure high standards and affordability
	Institutionalise career development and placement service	Industry buy-in	Competition for students with other universities	Ensure high standards and accessibility
Programme 3: Research, innovation and industrialisation				

Outcome1: Increased Research and Innovation capacity				
Budget Year (2026)	Build research capacity	Availability of enabling research infrastructure Availability of requisite skills Competencies and willingness to capacitate;	Skills flight Failure to attract research fellows Limited funding Donor fatigue; Resistance to change	Establish a fair, transparent rewarding system; Talent identification, development, retention, training and mentorship Establish numerous sources of research funding
	Develop new research and innovation partnerships	Availability of willing partners	Intellectual property rights infringement; Adverse policies	Increased lobbying with stakeholders
	Establish a reward system for research and innovation	Availability of funding	Constrained budget;	Secure alternative funding Ringfence budgeting for research;
2-3 Years (2027-2028)	Strengthen existing partnerships in research	Willingness of partners to continue engaging with the University	Intellectual property rights infringement;	Increased awareness; Diversified partnerships
	Increase research and innovation funding	Stable economic environment; Availability of research grants; The university is able to fund research; Researchers will apply for available research grants	Imposed research agenda (diversion);	Develop and adhere to context-specific research themes; Create research clusters; Continue with grant writing workshops
	Strengthen a reward system for research and innovation	Availability of funding	Constrained budget;	Secure alternative funding Ringfence budgeting for research
4-5 Years	Institutionalise rewards for	Availability of funding	Constrained budget;	Secure alternative funding;

(2029-2030)	research and innovation			Ring fence budgeting for research
	Institutionalise existing partnerships in research	Willingness of partners to continue engaging with the University	Intellectual property rights infringement;	Increased awareness; Diversified partnerships
	Institutionalise research and innovation funding	Stable economic environment; Availability of research grants; The university is able to fund research; Researchers will apply for available research grants	Imposed research agenda (diversion);	Develop and adhere to context-specific research themes; Create research clusters; Continue with grant writing workshops
Outcome 2: Enhanced rural industrialization through research and innovation by HTEIs				
Budget Year (2026)	Re-align university research agenda to address rural community needs	Rural stakeholders buy-in	Failure to attract adequate funding for rural research	Actively engage development partners for improved funding
	Introduce co-creation of knowledge and innovation	Stakeholder buy-in	Displacement of community members	Adherence to agreements and policy guidelines
2-3 years (2027-2028)	Increase mutually beneficial collaboration with rural communities and development agents	Rural stakeholders buy-in	Diversion of community projects from the intended beneficiaries	Inclusive decision making
	Upscale co-creation of knowledge and innovation	Stakeholder buy-in	Displacement of community members	Adherence to agreements and policy guidelines
4-5 Years (2029-2030)	Strengthen rural alignment of the University research agenda	Rural stakeholders buy-in	Constrained budget	Secure alternative funding;
	Open Special Purpose Vehicles for rural communities	Rural stakeholders buy-in	Unpredictable policy environment	Lobbying key stakeholders

SECTION B: PERFORMANCE FRAMEWORK FOR THE MDA

Programme Performance Framework

16.a Preliminary Outcome Performance Framework

Ref	Outcome Description	KPI:	Measurement Criterion (time;\$;rate; etc)	Baseline		TARGETS									
				Year	Value	2026		2027		2028		2029		2030	
						T	ALV	T	ALV	T	ALV	T	ALV	T	ALV
Prog 1	Governance and Administration														
	Outcome 1: Improved corporate governance	Compliance level	(%)	2025	100	100	0	100	0	100	0	100	0	100	0
		Client satisfaction level	(%)	2025	67	70	+/-2	74	+/-2	80	+/-5	83	+/-1	85	+/-1
		Employee satisfaction level	(%)	2025	55	58	+/-2	62	+/-2	65	+/-2	70	+/-3	75	+/-3
Program 2	Human Capital Development														
	Outcome 1: Improved access to quality, equitable and inclusive higher and tertiary education	Digital accessibility and inclusion index	%	2025	-	55	+/-5	65	+/-5	75	+/-5	85	+/-5	90	+/-5
		Change in enrolment	%	2025	5	6	+/-1	9	+/-2	12	+/-2	16	+/-2	20	+/-2
		Pass rate (graduating students)	%	2025	91	93	+/-1	95	+/-1	98	+/-1	100	0	100	0
		Completion rate (graduating students)	%	2025	90	91	+/-1	94	+/-2	97	0	97	0	97	0
		Female to male ratio	60:40	2025	63:37	61:39	+/-1	60:40	+/-1	60:40	+/-1	60:40	+/-1	60:40	+/-1

	Outcome 2: Increased uptake of STEM programmes in HTEIs	New students enrolled in STEM disciplines	%	2025	12	13	+/-1	15	+/-1	17	+/-1	20	+/-1	22	+/-1
		Students enrolled in STEM disciplines	%	2025	12	13	+/-1	15	+/-1	17	+/-1	20	+/-1	22	+/-1
		Students graduating in STEM disciplines	%	2025	6	7	+/-1	9	+/-1	11	+/-1	13	+/-1	15	+/-1
	Outcome 3: Improved availability of critical skills	New students enrolled in critical skills disciplines	%	2025	17	19	+/-1	21	+/-1	23	+/-1	25	+/-1	27	+/-1
		Students enrolled in critical skills disciplines	%	2025	17	19	+/-1	21	+/-1	23	+/-1	25	+/-1	27	+/-1
		Students graduating in critical skills disciplines	%	2025	24.5	26	+/-1	28	+/-1	30	+/-1	32	+/-1	34	+/-1
Ref	Outcome Description	KPI:	Measurement Criterion (time;\$;rate;etc)	Baseline		TARGETS									
						2026		2027		2028		2029		2030	
				Year	Value	T	ALV	T	ALV	T	ALV	T	ALV	T	ALV
Prog 3	Outcome 1: Increased Research and Innovation capacity	Level of completion of Research, Science, Technology, and innovation infrastructure.	(%)	2025	45	60	+/-5	70	+/-5	80	+/-5	90	+/-5	100	0
		Level of tooling and retooling of research and innovation	(%)	2025	25	40	+/-4	55	+/-5	70	+/-5	85	+/-5	100	0

		infrastructure													
		Capacity utilization	(%)	2025	45	60	+/-5	70	+/-5	80	+/-5	90	+/-5	100	0
		Change in revenue generated from commercialisation	(%)	2025	18	33	+/-3	45	+/-1	70	+/-5	75	+/-4	90	+/-5
		Product sales growth		2025	18	28	+/-5	40	+/-5	65	+/-5	70	+/-4	85	+/-5
	Outcome 2: Enhanced rural industrialisation through research and innovation by HTEIs	Rural-based innovation projects/programs implemented	(%)	2025	23	26	+/-2	29	+/-2	32	+/-2	35	+/-2	40	+/-4
		Researches conducted in rural communities	(%)	-	-	10	+/-1	15	+/-1	20	+/-2	25	+/-2	30	+/-3
		Change in revenue generated from rural based start-ups	(%)	-	-	5	+/-1	10	+/-1	15	+/-1	20	+/-2	25	+/-2
		Capacity utilisation of rural industrial facilities	(%)	2025	45	50	+/-2	55	+/-2	60	+/-2	65	+/-2	70	+/-3

T = Target; ALV = Allowable Variance

17. Outputs Performance Framework

No. & Prog. ref	Outputs	5 year target	Baseline		Targets									
			Value	Year	2026		2027		2028		2029		2030	
					T	ALV	T	ALV	T	ALV	T	ALV	T	ALV
Programme 1: Governance and Administration														
OUC 1: Improved Corporate Governance														
OP 1.1	Council meetings held	20	4	2025	4	0	4	0	4	0	4	0	4	0
OP 1.2	Council resolutions implemented	100%	100%	2025	100	0	100	0	100	0	100	0	100	0
OP 1.3	Statutory meetings held	15	2	2025	3	0	3	0	3	0	3	0	3	0
OP 1.4	Statutory reports submitted	30	5	2025	6	0	6	0	6	0	6	0	6	0
OP 1.5	Policies approved	30	2	2025	6	0	6	0	6	0	6	0	6	0
OP 1.6	Physical infrastructure constructed	7	3	-	3	0	1	0	2	0	-	-	1	0
OP 1.7	Business processes automated	10	-	-	2	0	1	0	2	0	2	0	2	0
OP 1.8	Impact evaluations conducted	5	-	2025	1	0	1	0	1	0	1	0	1	0

Programme 2: Human capital development															
OUC 1: Improved access to quality, equitable and inclusive higher and tertiary education															
OP 1.1	Students enrolled	15000	8290	2025	8787		+/- 351	9578	+/- 957	10728	+/- 1072	12444	+/- 1244	14923	+/- 1492
OP 1.2	International students enrolled	334	22	2025	40		+/-4	85	+/-8	125	+/-12	255	+/-25	334	+/-33

OP 1.3	Teaching and learning physical infrastructure developed	13		2025	2		+/-1	2	+/-1	3	+/-1	3	+/-1	3	+/-1
OP 1.4	New academic programmes introduced	102	63	2025	26		+/-3	21	+/-2	17	+/-2	19	+/-2	19	+/-2
OP 1.5	Assistive devices provided	50	71	2025	10		+/-2	10	+/-2	10	+/-2	10	+/-2	10	+/-2
OP 1.6	Students on Work for fees registered	50	40	2025	42		+/-1	43	+/-1	45	+/-1	48	+/-2	50	+/-2
OUC 2: Increased uptake of STEM programmes in HTEIs															
OP 2.1	STEM scholarships provided	100	18	2025	20		+/-1	25	+/-3	60	+/-5	80	+/-5	100	+/-5
OP 2.2	Teaching facilities retooled	10	2	2025	2		+/-1	2	+/-1	2	+/-1	2	+/-1	2	+/-1
OP 2.3	New STEM programmes introduced	69	5	2025	15		+/-1	13	+/-1	14	+/-1	12	+/-1	15	+/-1
OUC 3: Improved availability of critical skills															
OP 3.1	Students enrolled in critical skills programmes (Engineering and Technology, Natural and Applied Science, Agriculture, Medical and Health Sciences and	3443	1384	2025	1633		+/-163	1943	+/-194	2332	+/-233	2921	+/-292	3443	+/-344

	Applied Arts and Humanities)														
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No. & Prog. ref	Outputs	5 year target	Baseline		Targets										
			Value	Year	2026			2027		2028		2029		2030	
					T	A	AV	T	ALV	T	ALV	T	ALV	T	ALV
Programme 3: Research, innovation and industrialisation															
OUC 1: Increased Research and Innovation capacity															
OP 1.1	Goods and services produced	20	5	2025	2	+/-1		3	+/-1	4	+/-1	5	+/-1	6	+/-1
OP 1.2	IPs filed/granted	60	19	2025	10	+/-1		11	+/-1	12	+/-1	13	+/-1	14	+/-1
OP 1.3	Publications produced	2300	258	2025	300	+/-15		400	+/-20	500	+/-25	600	+/-30	700	+/-35
OP 1.4	Research collaborations established	250	40	2025	50	+/-4		50	+/-4	50	+/-4	50	+/-4	50	+/-4
OP 1.5	Research grants secured	70	5	2025	8	+/-2		12	+/-3	14	+/-1	16	+/-1	20	+/-2
OP 1.6	Research grants disbursed	300	3	2025	20	+/-2		40	+/-4	60	+/-6	80	+/-8	100	+/-10

OP 1.7	New innovations from students and staff generated	60	8	2025	9	+/-1		10	+/-1	12	+/-1	14	+/-1	16	+/-1
OP 1.8	Startups/s pin-offs established	15	3	2024	1	0		2	+/-1	3	+/-1	4	+/-1	5	+/-1
OP 1.9	Research and innovation awards granted	150	-		30	+/-3		30	+/-3	30	+/-3	30	+/-3	30	+/-3
OP 1.10	MOUs/MOAs actualised	150	9	2025	16	+/-1		23	+/-2	30	+/-3	37	+/-4	44	+/-4
OUC 2: Enhanced rural industrialization through research and innovation by HTEIs															
OP 2.1	Rural startups established	5	-		1	0		1	0	1	0	1	0	1	0
OP 2.2	Rural industrialisation programmes implemented	60	5	2025	8	+/-1		10	+/-1	12	+/-1	14	+/-1	16	+/-1
OP 2.3	Long-term rural community projects adopted	14	-	2025	4	0		7	0	10	0	12	0	14	0
OP 2.4	Rural jobs created	1250	66	2025	150	+/-15		150	+/-15	250	+/-25	250	+/-25	250	+/-25
OP 2.5	Community members capacitated	3500	350	2025	700	+/-70		700	+/-70	700	+/-70	700	+/-70	700	+/-70
OP 2.6	Partnerships created with the community	10	4	2025	2	0		2	0	2	0	2	0	2	0
OP 2.7	National priority projects commissioned	7	-	2025	2	0		2		2	0	1	0	0	-

T = Target A = Actual AV = Actual Variance
Variance

ALV = Allowable

18. MDA Budget

Programme	Preliminary Outcome	Programme Outputs	Budget Last Year	Budget Current Year	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
Total Programme 1 Budget			416,768,268	572,877,249	511,300,456	562,430,501	618,673,551	680,540,906	748,594,997
Total Programme 2 Budget			247,960,412	276,199,821	316,309,160	347,940,076	382,734,084	421,007,492	463,108,241
Total Programme 3 Budget			39,177,516	10,624,000	29,896,000	32,885,600	36,174,160	39,791,576	43,770,734
TOTAL MDA BUDGET			703,906,196	859,701,070	857,505,616	943,256,177	1,037,581,795	1,141,339,974	1,255,473,972

20. Human Resources for the Strategic Period.

No.	Category	Programme 1	Programme 2	Programme 3	Programme 4	MDA Total Personnel Requirements By Category
1	Top Management	5	1	1	-	0
2	Middle Management	29	10	1	-	4
3	Supervisory Management	94	28	3	-	17
4	Operational and Support staff	504	387	2	-	157
5	Total	632	426	7	-	178

21. Other Resources and Projects

I. Equipment and ICTs

Materials/ Equipment /ICT	2026		2027		2028		2029		2030	
	Quantity	Cost	Quantity	Cost	Quantity	Cost	Quantity	Cost	Quantity	Cost
Motor Vehicle	10		10		10		10		10	
10-tonne truck	2		1		0		1		1	
75-seater bus	1		2		2		3		3	
Motorised grader	1		0		0		1		0	
Front-end loader	0		1		0		1		0	
Laptops	200	\$160 000	200	\$160 000	200	\$160 000	100	\$130 000	0	0
Desktops	300	\$240 000	300	\$240 000	300	\$240 000	100	\$80 000	100	\$80 000
Server Computers	2	\$17 000	2	\$17 000	1	\$8 500	0	0	0	0
Printers	20	\$15 000	20	\$15 000	10	\$7 500	0	0	0	0
Interactive Screens	50	\$192 000	15	\$57 000	15	\$57 000	12	\$46 080	0	0
Network Equipment:	1	\$64 000	0	0	0	0	0	0	0	0
Network	20	\$38 000	20	\$38 000	16	\$30 400	10	\$19 000	10	\$19 000
Firewall	40	\$42 000	40	\$42 000	20	\$21 000	20	\$21 000	10	\$10 500

Network Switch Wireless Access Points										
Office furniture:	3	\$20400								
Reception desk	148	\$123464	148	\$123464						
Office desk	211	\$48 111	211	\$48111	211	\$48111				
Office chairs					21	\$160000	\$21	\$16000		
Workstations					65	\$71400	65	\$71400	65	\$71400
Filing cabinets	1 set	\$112450	1 set	\$112450	1 set	\$112450				
Boardroom Furniture										
Classroom furniture:	500	\$12500	500	\$12500						
Student desks	500	\$12500	500	\$12500						
Student chairs	43	\$9000								
Lab stools	27	\$94500	27	\$94500						
Demonstration tables	15				15					
White Boards										
Heavy Duty Copiers	2	\$18 000	2	\$18 000	1	\$9 000	0	0	0	0
Projectors	25	\$18 750	15	\$11 250	0	0	0	0	0	0

II. Space Requirements (where applicable)

Location	2026		2027		2028		2029		2030	
	Quantity (m ²)	Cost	Quantity (m ²)	Cost	Quantity (m ²)	Cost	Quantity (m ²)	Cost	Quantity (m ²)	Cost
Head Office offices										
Project land										
Compensation land										

III. Projects for the Period

Project Name	2026		2027		2028		2029		2030	
	% completion	Cost	% completion	Cost	% completion	Cost	% completion	Cost	% completion	Cost
Mashava Specialist Hospital	100		-	-	-	-	-	-	-	-
Chivi Hilltop Complex	100		-	-	-	-	-	-	-	-
Chivi Grain Processing Plant	100		-	-	-	-	-	-	-	-
Administration Block	10		35		70		100		-	
Disability Centre	50		100		-		-		-	

Students Services Centre	10		60		100		-		-	
Examinations, Records and Archives Centre	10		60		100		-		-	
Convocation Hall	5		10		20		25		30	

ADDITIONAL NOTES

OUTCOME/OUTPUT	NOTES
OUTCOMES	
Compliance level	Adherence to all statutes/acts that govern the administration of the university, i.e., strategic plan, annual plan, council meetings (4 per year), statutory meetings (AGM and compliance - 1 per year) statutory reports (strategic plan (reviewed annually), annual plan, budget, annual report, audited financial statement and annual procurement plan - 6)
Client Satisfaction level	The degree to which primary customers of the university are content with the university service provision.
Employee Satisfaction level	The degree to which employees of the university are content with conditions of service.
Digital availability index	The availability of digital systems, management information systems and networks for connectivity to support university operations.
Change in higher and tertiary enrolment	$[(\text{Total number of students enrolled in current semester} - \text{Total number of students enrolled in the previous semester}) / \text{Total number of students enrolled in the previous semester}] \times 100$
Pass rate (graduating students)	$[\text{Total of students who passed} / \text{Total of students who wrote the examinations}] \times 100$
Completion rate	$[\text{Total number of students who passed} / \text{Total of students who registered for their final semester}] \times 100$
Female-to-male ratio	$[\text{Total number of female registered students compared to total number of male registered students}]$
% of new students enrolled in STEM disciplines	$[\text{Number of new students enrolled in STEM} / \text{Total number of new students enrolled}] \times 100$
% of students enrolled in STEM	$[\text{Total number of students enrolled in STEM} / \text{Total number of students registered for the semester}] \times 100$
% of STEM graduates	$[\text{Total number of students graduating in STEM} / \text{Total number of graduates}] \times 100$
% of new students in critical skills disciplines	<p>Critical skills refer to students enrolled in Engineering and Technology, Natural and Applied Sciences, Agriculture, Medical and Health Sciences, Business and Commerce (Marketing and Advertising; Accounting and Taxation), and Applied Arts and Humanities (Law, and Performing Arts).</p> <p>Calculated as: $[\text{Total number of students enrolled in critical skills programmes} / \text{Total number of new students enrolled}] \times 100$</p>
% of students enrolling in critical skills disciplines	$[\text{Total number of students enrolled in critical skills disciplines programmes} / \text{Total number of students enrolled}] \times 100$
% students graduating in critical skills disciplines	$[\text{Total number of students enrolled in critical skills disciplines} / \text{Total number of graduating students}] \times 100$

% level of completion of research, science, technology and innovation infrastructure	Drawings - 5% Clearing and setting out—10% Substructure (Foundation) - 30% Superstructure - 50% Roofing - 70% Finishings - 90% Commissioning - 100%
% level of tooling and retooling of research and innovation infrastructure	Scenario 1: Buying machinery (complete set) Acquisition of equipment - 40% Installation - 80% Testing commissioning - 100% Scenario 2: Fitting in laboratory Acquisition of materials/ contractor - 40% Fittings - 90% Commissioning - 100%
Capacity utilisation (actual utilisation as a % of installed capacity)	Chivi Hilltop Complex, Chivi Grain Processing Plant, Nashava Speciality Hospital, and Innovation Hub NB: [Average of capacity utilisation of all the projects]
change in revenue generated from commercialisation	$[\text{Revenue generated from commercialisation} / \text{Total university revenue}] \times 100$
product sales growth	$((\text{Current period sales} - \text{previous period sales}) / \text{Previous Period Sales}) \times 100$
% of rural-based projects/programs implemented	$[\text{Rural-based innovation} / \text{Total innovation projects}] \times 100$
OUTPUTS	
Council meetings held	4 meetings per year
Statutory meetings held	3 per year
Statutory reports submitted	6 per year
Policies approved	6 per year

Physical infrastructure constructed	<p>8 Mashava Specialist Hospital Chivi Hilltop Complex Chivi Grain Processing Plant Administration Block Disability Centre Student Service Centre Examinations, Records and Archives Centre Convocation Hall</p> <p>NB: Solarisation to include the following university facilities: 2026-Main campus, Mucheke campus, Mashava Campus (TLC), Main library & Great Zimbabwe University Hospital ,2027-2028-Medical School, Innovation Hub & Mashava Campus (Chemberi).2029-2030-School of Education & School of Social Sciences campuses</p> <p>Student accommodation-2026-MOUs and contracts with partners for BOTs</p> <p style="text-align: center;">-2027-2028-Construction and commissioning first phase</p> <p style="text-align: center;">-Construction and commissioning second phase</p>
Renovations	To be captured under programme structure strategic plans
Business processes automated	To include M&E, Audit, Student Affairs, ERP
Students enrolled	Total number of students enrolled regardless of programme, cohort or mode of study
International students enrolled	International students enrolled by the university, excluding those from affiliate colleges.
Teaching and learning infrastructure developed	Development of existing infrastructure to make it fit for purpose
New academic programs developed	New and reviewed programmes
Assistive devices provided	At least one per category from the following categories: Vision; hearing, speech and communication; daily living; environmental adaptation; transportation; computers and peripherals; recreation and sport; mobility, seating and positioning; and learning, cognition and development
Students on work for fees registered	Disadvantaged students who are selected to work for the university then have part or full fees paid.
STEM scholarships provided	Number of students awarded STEM scholarships.
STEM labs or workshops equipped	The ten (10) STEM labs are included in the 13 labs/workshops to be equipped under teaching and learning infrastructure developed.
New STEM programmes introduced	The 69 STEM programmes are included in the 102 programmes to be introduced.
Goods and services produced from research and innovation	

STRATEGIC PLANNING WORKSHOP PARTICIPANTS

Name	Designation	Organisation
1. Prof. M.Rukuni	Chairman of Council	Great Zimbabwe University
2. Ms. E. Mabika	Council Member	Great Zimbabwe University
3. Mr. P. Mamwa	Council Member	Great Zimbabwe University
4. Prof. R. I. Makunike-Mutasa	Council Member	Great Zimbabwe University
5. Mr. V. Mpofo	Council Member	Great Zimbabwe University
6. Mr. D. Ngwenya	Council Member	Great Zimbabwe University
7. Mr. J. B. Rushwaya	Council Member	Great Zimbabwe University
8. Mr. W. Sonono	Council Member	Ministry of Higher and Tertiary Education, Innovation Science and Technology Development
9. Dr. E. M. Shumba	Council Member	Great Zimbabwe University
10. Dr. S. Dimbi	Council Member	Great Zimbabwe University
11. Dr. Ing. F. Karonga	Council Member	Great Zimbabwe University
12. Dr. M. T. Kunaka	Council Member	Great Zimbabwe University
13. Prof.R.J.Zvobgo	Vice Chancellor	Great Zimbabwe University
14. Prof.M.Tukuta	Pro Vice Chancellor	Great Zimbabwe University
15. Prof. D. Chikodzi	Pro Vice Chancellor	Great Zimbabwe University
16. Dr. S. Gwatidzo	Registrar	Great Zimbabwe University
17. Dr. A. Chinyoka	Bursar	Great Zimbabwe University
18. Mr. L. Chikwanha	Librarian	Great Zimbabwe University
19. Mr. D. Govo	Director, ICT	Great Zimbabwe University
20. Prof. T. Nyoni	Senate Representative to Council	Great Zimbabwe University
21. Prof. B. Chazovachii	Executive Director, Infrastructure and Amenities	Great Zimbabwe University
22. Prof. E.T Gwaravanda	Senate Representative to Council	Great Zimbabwe University
23. Mr. A. Chikomba	Non-Teaching Staff President	Great Zimbabwe University
24. Dr. W. Munyanyi	Teaching Staff President	Great Zimbabwe University
25. Prof. M. Manyanga	Executive Dean, Robert Mugabe School of Heritage and Education	Great Zimbabwe University
26. Prof. J. Mufunda	Executive Dean, Simon Mazorodze school of Medical and Health Sciences	Great Zimbabwe University
27. Dr. S. Poshiwa	Executive Dean Gary Magadzire School of Agriculture and Engineering	Great Zimbabwe University

28. Prof. T. Saungweme	Executive Dean, Business Sciences	Great Zimbabwe University
29. Mr. N. Maphosa	Executive Dean, Law School	Great Zimbabwe University
30. Prof. T. Chigonda	Executive Dean, Natural Sciences	Great Zimbabwe University
31. Dr. D. Madzanire	Deputy Dean, Robert Mugabe School of Heritage and Education	Great Zimbabwe University
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33. Dr. C. Pisa	Deputy Dean, Gary Magadzire School of Agriculture and Engineering	Great Zimbabwe University
34. Dr. B. Mutembwa	Deputy Dean, Business Sciences	Great Zimbabwe University
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36. Ms. E. Masiya	Deputy Dean, Law School	Great Zimbabwe University
37. Dr. H. Zinhiva	A/Deputy Dean, Natural Sciences	Great Zimbabwe University
38. Dr. E. F. Zvobgo	Director, Mbuya Nehanda Centre for Gender and Cultural Studies	Great Zimbabwe University
39. Dr. D. Mugadza	Director, Research and Innovation	Great Zimbabwe University
40. Prof. V. Z. Nyawo	Director, Research and Postgraduate Studies	Great Zimbabwe University
41. Mr. O. Simbo	Dean of Students	Great Zimbabwe University
42. Prof. M. Musengi	Director, Quality Assurance and Academic Planning	Great Zimbabwe University
43. Mrs. I. Tavengwa	Deputy Registrar, Academic Affairs	Great Zimbabwe University
44. Mrs. Y. Murakwani	Deputy Registrar, Human Resources and Legal Affairs	Great Zimbabwe University
45. Mr. J. Jamela	Deputy Bursar, Finance and Investments	Great Zimbabwe University
46. Ms. F. N. Muzembe-Makoni	Deputy Bursar, Planning and Budgetary Control	Great Zimbabwe University
47. Dr. H. Hogo	Deputy Librarian	Great Zimbabwe University
48. Mrs. S. Muonwa	Assistant to the Vice Chancellor	Great Zimbabwe University
49. Mr. L. Sitsha	Director, Procurement	Great Zimbabwe University
50. Mr. I. Tom	Chief Internal Auditor	Great Zimbabwe University
51. Dr. T. Majoni	Director, Business Development	Great Zimbabwe University
52. Mr. M. Mawadza	Director, Examinations	Great Zimbabwe University
53. Mrs. M. Sitemere	A/Director, University Secretariat	Great Zimbabwe University

54. Mrs. A. Nyabvure	Director, Central and Cleaning Services	Great Zimbabwe University
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58. Ms. J. K. Chingarande	Director, Mashava Campus	Great Zimbabwe University
59. Mr. G. Maunganidze	Director, Campus Radio	Great Zimbabwe University
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62. Ms. H. Nyoni	Legal Officer	Great Zimbabwe University
63. Dr. S. Hove	Lecturer/Facilitator	Great Zimbabwe University
64. Mr. A. Mawire	IT Manager	Great Zimbabwe University
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66. Dr. H. Dube	Chairperson, Business Sciences	Great Zimbabwe University
67. Ms. B. Hickoniko	Chairperson - Social Sciences	Great Zimbabwe University
68. Dr. P. Sambo	Chairperson -Natural Sciences	Great Zimbabwe University
69. Dr. W. Pote	Chairperson -Medical and Health Sciences	Great Zimbabwe University
70. Dr. A. M. Manyanga	Chairperson- Agriculture and Engineering	Great Zimbabwe University
74. Mr. B. Hazangwi	Chairperson- Law	Great Zimbabwe University
75. Mr. S. Machedu	PSC Facilitator	Public Service Commission
76. Mr. R. Nyabocho	PSC Facilitator	Public Service Commission
79. Prof. K. P. Dzvimbo	Chief Executive Officer	ZIMCHE
80. Mr K Gwenzi	Strategic Policy Planning Officer	Ministry of Higher and Tertiary Education, Innovation Science and Technology Development
81. Mr. M. Ziyambi	Assistant Registrar University Secretariat	Great Zimbabwe University
82. Mrs. N. Pisirai	Administrative Assistant M&E and Performance Management	Great Zimbabwe University
83. Ms. S. Mutasa	PA to the Registrar	Great Zimbabwe University
84. Ms. N. Chinyoka	Administrative Secretary, University Secretariat	Great Zimbabwe University
84. Mrs. G.Tamwa	PA to the Vice Chancellor	Great Zimbabwe University

POST STRATEGIC PLANNING MEETING PARTICIPANTS

NAME	DESIGNATION	INSTITUTION
1. Mr. Julias Munodawafa	Director M&E and Performance Management	Great Zimbabwe University
2. Ms Farai Muzembe-Makoni	Deputy Bursar Planning & Budgetary Control	Great Zimbabwe University
3. Dr Annatoria Chinyama	Director Works and Estates	Great Zimbabwe University
4. Dr Daniel Madzanire	Deputy Dean Heritage and Education	Great Zimbabwe University
5. Prof Talknice Saungweme	Executive Dean Business Sciences	Great Zimbabwe University
6. Mrs <u>Yeukai Murakwani</u>	Deputy Registrar, Human Resource and Legal Affairs	Great Zimbabwe University
7. Mrs Natsai Pisirai	Administrative Assistant, M&E, and Performance Management	Great Zimbabwe University



Registry Department
2026

