Women's University in Africa

Addressing Gender Disparity and Fostering Equity in University Education

WOMEN'S UNIVERSITY IN AFRICA

Addressing Gender Disparity and Fostering Equity in University Education

2025

SDG PROGRESS REPORT

Women's University in Africa

Together for a Sustainable Future



Education for Impact | *Empowered Communities* | *A Sustainable Africa*

List of Acronyms

AAU	Association of African Universities
AMREF	African Medical and Research Foundation
IAU	International Association of Universities
CEI	Community Engagement and Involvement
FDC	Fashion and Design Centre
NDS	National Development Strategy (Zimbabwe)
ECD	Early Childhood Development
NIHR	National Institute for Health and Care Research
SDGS	Sustainable Development Goals (United Nations)
STEM	Science, Technology, Engineering, and Mathematics
SRC	Community Engagement and Involvement
SME	small and medium-sized enterprises
ICT	Information and Communication Technology
NMB BANK	National Merchant Bank of Zimbabwe Limited
PELUM	Participatory Ecological Land Use Management Zimbabwe
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
WASH	Water, Sanitation, and Hygiene
WIFE	Women in Farming Entrepreneurship
WUA	Women's University in Africa
ZFU	Zimbabwe Farmers Union
ZCMA	Zimbabwe Clothing Manufacturers Association
ZGC	Zimbabwe Gender Commission
ZiCHIRe	Zimbabwe Community Health Intervention Research

Table of Contents

1. Executive Summary 1
2. Scope and methodology 1
3. Goal-by-goal contribution analysis 2
SDG 1 — No Poverty 2
SDG 2 — Zero Hunger 3
SDG 3 — Good Health and Well-being 7
SDG 4 — Quality Education 12
SDG 5 — Gender Equality 15
SDG 6 — Clean Water and Sanitation 21
SDG 7 — Affordable and Clean Energy 22
SDG 8 — Decent Work and Economic Growth 23
SDG 9 — Industry, Innovation and Infrastructure 24
SDG 10 — Reduced Inequalities 26
SDG 11 — Sustainable Cities and Communities 28
SDG 12 — Responsible Consumption and Production 30
SDG 13 — Climate Action 31
SDG 14 — Life Below Water 33
SDG 15 — Life on Land 34
SDG 16 — Peace, Justice and Strong Institutions 37
SDG 17 — Partnerships for the Goals 40
4. Conclusion 46

1. Executive Summary

The Women's University in Africa (WUA) continues to advance the United Nations Sustainable Development Goals (SDGs) as a foundational pillar of its core mandate: addressing gender disparities, promoting social justice, and fostering sustainable community development. Aligning with Zimbabwe's national development agendas, Education 5.0, and continental higher education frameworks, WUA's 2025 Institutional SDG Performance demonstrates a comprehensive synthesis of academic excellence, impactful research, inclusive governance, and proactive environmental stewardship across 17 key Sustainable Development Goals (SDGs)

2. Scope and methodology

The Women's University in Africa (WUA) evaluated its institutional sustainability performance, academic programmes, and community initiatives across its main campus in Harare and its network of satellite campuses for the reporting period spanning 1 January 2025 to 31 December 2025. The review prioritises primary, verified first-party WUA records, public notices, academic programme catalogues, social media releases, and official partner communications, utilising current institutional webpages strictly to establish ongoing policy frameworks and institutional capabilities rather than treat them as proof of 2025 execution unless an explicit 2025 dated example is provided. To maintain methodological rigour, evidence is strictly categorised into three distinct classes Verified Dated Activity (direct descriptions of 2025 outputs or events), Policy and Institutional Capability (formally approved policies, standard operating procedures, academic modules, or dedicated university centres), and Evidence Gaps (SDG targets where public 2025 documentation remains incomplete) ensuring that every institutional claim maintains a direct relationship to specific SDG targets, relevant public source links, and quantitative metrics with appropriate denominators where applicable. Guided globally by the United Nations Sustainable Development Goals, WUA anchors its operational scope in continental and national development priorities, aligning its policy mappings with the African Union Agenda 2063, the Continental Education Strategy for Africa (2016-2025), the Government of Zimbabwe's National Development Strategy 1 (NDS1: 2021–2025), and the national Education 5.0 policy framework.

3. Goal-by-goal contribution analysis

SDG 1 — No Poverty

University access, financial aid, employability and entrepreneurship are pathways through which higher education can reduce poverty. The Women's University in Africa (WUA) in 2025 addressed SDG 1 and the challenge of systemic economic disparity by linking the economic empowerment of women to structural poverty reduction. Guided by its foundational mandate to address gender disparities, WUA targeted the feminisation of poverty through actionable educational pipelines, community interventions, and applied research.



In May 2025 Marketing students from the Faculty of Management and Entrepreneurial Sciences undertook a community engagement programme named the Love Gogo Campaign the initiative supports grandmothers acting as primary caregivers for orphaned and vulnerable children. The Love Gogo campaign involved mobilising resources like clothing and groceries, in Nhengure, New Mabvuku. The campaign linked classroom learning with the lived realities of vulnerable households and strengthened students' understanding of community-centred sustainability.



Women's University in Africa directly advanced Sustainable Development Goal 1 (No Poverty) by continuing to offer the PC225 Entrepreneurial Skills course as a mandatory, university-wide course for nearly all undergraduate students. By integrating comprehensive business training into the core curriculum, the university actively equips its diverse student body, particularly women, who are disproportionately

affected by economic marginalisation, with the practical financial and management skills necessary to build sustainable livelihoods. This mandatory initiative systematically fosters self-employment, reduces reliance on constrained formal job markets, and prepares graduates to launch small and medium-sized enterprises (SMEs). Consequently, these entrepreneurial ventures not only secure immediate household incomes but also stimulate local economies through job creation, offering a scalable blueprint for breaking intergenerational cycles of poverty and driving regional economic resilience.

The WUA Work for Study programme established in 2025 assists learners from low-income families to access university education. In 2025, six students (3 female and 3 male) worked for fees in the University library and farm, thus earning both a living and tuition fees.



SDG 2 — Zero Hunger

WUA actively advanced UN Sustainable Development Goal 2: Zero Hunger through its commercial farming operations in Marondera. The Women's University in Africa (WUA) research and commercial farm, known as Marirangwe Farm (operated under its subsidiary Helianth Farm Pvt Ltd), has a total farm size of 285 hectares. This facility produces various crops, including the following: cabbages; rape; maize; watermelons; potatoes; onions; and butternuts, etc. The farm also keeps dairy cows, broilers and runs an apiary. It provides food for the local market in Mashonaland East and beyond. The farm simultaneously serves as a practical agricultural training hub.

In 2025, the farm maintained a dairy herd of 38 dairy cattle. To improve herd genetics, in December 2025, the farm purchased one bull from a neighbouring farm and four in-calf heifers. The farm also mixes its own feed for the dairy cows to reduce the cost of feed, utilising hay from the farm and mixing it with its maize and chicken litter to formulate a feed for the dairy cattle.



Women's University in Africa Helianth Farm dairy herd.

The WUA farm also maintained a herd of 54 goats comprising 2 bucks, 4 male weaners, 5 female weaners, six female kids, and 37 nanny goats. This herd is used for commercial goat meat production as well as breeding of the milk goat through crossing the Boer, Kalahari, and Saanen goat breeds. Communities around are being assisted through the purchase of the goat kids for their own goat improvement programmes; helping to reduce hunger in the Goromonzi and Marondera areas.

WUA farm also produced broilers during the 2025 season. The poultry project produced a cumulative total of 700 broilers. WUA farm also trains surrounding communities in broiler production, feed formulation and animal health.

In addition to these practical interventions, the Faculty of Agriculture, Environment and Health Sciences continued to offer programmes in Agribusiness management and animal science at both undergraduate and postgraduate levels. WUA's 2025 research advanced SDG 2 through research on crop productivity and diversification, livestock nutrition, smallholder agricultural value chains, and sustainable rural livelihoods. These research areas align with the Zero Hunger goal by exploring approaches relevant to increasing food availability, improving agricultural productivity and strengthening smallholder incomes. For example, **Mutetwa et al. (2025), in *Optimizing Nitrogen Fertilizer Levels for Improved Growth, Yield, and Fruit Quality in Horned Melon*,** examines fertiliser management for crop production. This research is relevant to SDG target 2.4, which promotes sustainable food production and resilient agricultural practices, by providing knowledge that can inform nutrient management and efforts to improve crop productivity and quality.

Furthermore, studies on smallholder beef value chains and alternative poultry feeds provide knowledge relevant to strengthening food production and supporting progress towards Sustainable Development Goal 2: Zero Hunger, particularly for breeding milk goats by crossing the Boer, Kalahari, and Saanen.

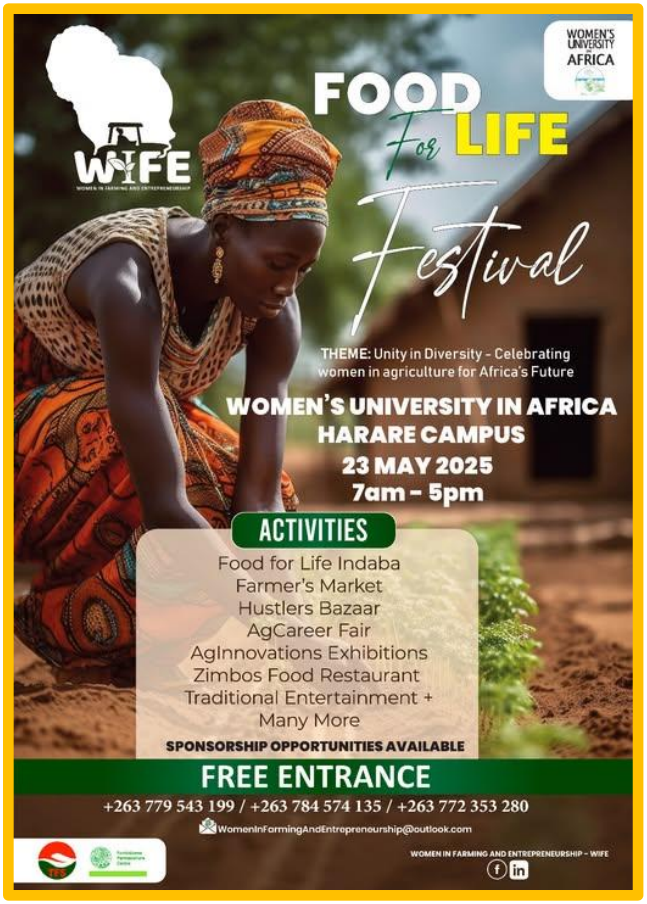


Picture collage of horticulture section at Helianth Farm (Pvt) Ltd.

Additionally, Helianth Farm expanded hands-on training capacity for female smallholder farmers, with more than 50 smallholder farmers trained in 2025. This directly accelerated the regional adoption of climate-smart agronomic practices. Consequently, the initiative contributed to lowering local malnutrition rates and strengthening community resilience against seasonal food deficits.



WUA Faculty of Agricultural, Environmental and Health Sciences trains farmers and entrepreneurs on feed formulation (October 2025).



The Love Gogo Campaign mentioned under SDG 1 is a cross-cutting activity that also contributed to WUA's effort under this SDG. Women's University in Africa and Women in Farming Entrepreneurship (WIFE) hosted the Food for Life Festival, on 23 May 2025. The festival was a vibrant celebration of Africa's food systems, entrepreneurship, and sustainable agriculture. The event brought together women farmers and entrepreneurs, who showcased their fresh and processed produce, artisanal goods, and innovative products. In attendance were various organisations, financial institutions, and stakeholders, including Participatory Ecological Land Use Management Zimbabwe (PELUM), Total Farm Solution (TFS), Zimbabwe Farmers Union (ZFU), NMB Bank, Champion Seeds, as well as women farmers from Chikomba District. The festival featured discussions and presentations by notable speakers, including the Vice Chancellor of Africa University, the ZFU District Coordinator, and other keynote speakers. Topics covered included gender dynamics in markets,

financial and social inclusion for women empowerment in agricultural value chains and small grains, and agroecology for climate adaptation and mitigation.













Food For Life Festival Picture Collage 23 May 2025



SDG 3 — Good Health and Well-being

Access to healthcare is an important part of creating a supportive university environment. At Women's University in Africa (WUA), the Wellness Clinic at the Manresa main campus provides students and staff with access to essential medical services through a partnership with Belvedere Medical Centre (BMC). This commitment is reflected in the University's wellness initiatives, which create opportunities for staff members to prioritise their health, access health information, and explore ways to maintain healthier lifestyles.



Staff wellness day 2025

In 2025, WUA held eight (8) Wellness and Exhibition Days, bringing together staff members and healthcare providers for activities that promote physical, mental, and general wellbeing. The programmes have featured wellness talks, health risk assessments, and Zumba fitness sessions, encouraging staff to become more conscious of their health while engaging in activities that support an active lifestyle.

The initiatives have also provided a platform for healthcare organisations, including CIMAS iGo and Corporate 24 Medical Aid, a division of Corporate 24 Healthcare, to engage with staff members and share information about their services and healthcare offerings. These exhibitions give staff an opportunity to learn more about available medical aid options and the resources that can support their healthcare needs.



Beyond the activities themselves, the wellness initiatives reinforce the importance of creating a workplace where staff wellbeing is recognised as an integral part of a healthy and productive university community. By facilitating health education, physical activity and engagement with healthcare providers, WUA continues to encourage a proactive approach to personal wellbeing.

Through these efforts, the University reaffirms its commitment to supporting not only the academic and professional development of its community but also the health and wellbeing of the people who contribute to its work.







On September 10, 2025, the Women's University in Africa Department of Commerce and Management staff and students hosted the "Light in Darkness **#HOPECHALLENGE**" Mental Health Awareness Day programme, coinciding with World Suicide Prevention Day. This event, held in the community of Mabvuku at Kamunhu Shopping Centre, aimed to raise awareness about mental health challenges and promote suicide prevention strategies within communities.

Among the notable speakers were representatives from several organisations, including the Zimbabwe Republic Police, Friendship Bench, Transformation Team Pvt Ltd, National AIDS Council, Zimbabwe Community Health Intervention Research (ZiChire), and the Zimbabwe National Association for Mental Health. They discussed critical topics such as mental health challenges, suicide statistics, recovery strategies, delivering psychosocial support and suicide prevention outreach to 1,200 youth and community members.

Various mental health professionals provided free counselling services to attendees. This impactful programme not only raised awareness about mental health but also united the community in the mission of preventing suicide, emphasizing that together, we can bring light into the suicide darkness.

The Breast Cancer Awareness Drive and Walk (5th Edition) directly advances Sustainable Development Goal 3: Good Health and Well-being, specifically contributing to Target 3.4, which aims to reduce premature mortality from non-communicable diseases through prevention and treatment. By mobilising the Manresa Estate community for a 5km physical activity event, the initiative actively promotes healthy lifestyles and combatting sedentary risks. Crucially, the drive expands equitable healthcare access by providing free clinical screenings to more than 300 participants, effectively breaking down financial and geographical barriers to essential diagnostics. This grassroots intervention fosters early detection, a critical factor in improving breast cancer survival rates and demonstrates how targeted community partnerships can strengthen local health literacy and accelerate progress toward universal health coverage.



Breast Cancer Awareness Drive and Walk (5th Edition) November 1, 2025

In 2025, WUA partnered with the National Institute for Health and Care Research (NIHR) in the Global Health Research Project in sub-Saharan Africa. The study was a multi-country study funded by the National Institute for Health and Care Research (NIHR), UK and the Liverpool School of Tropical Medicine. This participation directly advances Sustainable Development Goal 3 (SDG 3: Good Health and Well-being) by driving outcomes that target maternal and perinatal mortality reduction (SDG Targets 3.1 and 3.2). By co-developing and evaluating Community Engagement and Involvement (CEI) frameworks in stillbirth prevention and intrapartum care. This high-impact north-south collaborative research aligns seamlessly with WUA's mission of gender-transformative health research, elevating women's community voices, local midwives, and affected families to co-design context-specific healthcare solutions. Ultimately, WUA's contribution generated vital cross-country evidence that bridged structural health inequities.

This research directly advances Sustainable Development Goal 3 (Good Health and Well-being) by addressing critical drivers of maternal and perinatal mortality in high-burden, resource-constrained settings. Through participation in the NIHR-funded multi-country study across sub-Saharan Africa, the project targeted SDG 3.2 (ending preventable newborn and child deaths) and SDG 3.1 (reducing maternal mortality) by investigating Community Engagement and Involvement (CEI) frameworks in intrapartum care and stillbirth prevention. Additionally, WUA's 2025 health and well-being research portfolio addresses priorities central to SDG 3, including maternal and newborn care, stillbirth prevention and bereavement support, mental health, substance use treatment, hypertension management, HIV-related wellbeing and inclusive access to sexual and reproductive healthcare.

By actively embedding local community voices, cultural insights, and women's lived experiences into health research and intervention delivery, the study ensures that health interventions are equitable, contextually grounded, and sustainable. This collaborative approach strengthens primary healthcare delivery and promotes universal health coverage (SDG Target 3.8), directly supporting the SDG mandate to leave no one behind in global maternal and child health outcomes.

WUA also continued to offer the following health-related programmes in the Department of Family and Health Sciences.

Diploma in Emergency Medical Care	BSc Honours Degree in Palliative Care
BSc Honours Degree in Emergency Medical Care	BSc Honours Degree in Health Services Management
Postgraduate Diploma in Emergency Medical Care	PhD in Chosen Aspects of Health-Related Sciences
BSc Honours Degree in Midwifery	BSc Honours Degree in Nursing Sciences
Short Courses	
Health Assistant Course	Basic Life Support Skills
Industrial First Aid	Health Systems Ethics, Rights and the Law
EMS Educators Course	Dispensary Assistant Training Course
Improving Access to Health Care for Women, Girls and People with Special Need	



SDG 4 — Quality Education

In 2025, Women's University in Africa continued to advance its mandate of widening access to quality, inclusive and transformative higher education, particularly for women and other historically underserved groups. Through its academic programmes, curriculum development initiatives, professional training, quality assurance processes, and investment in digital learning, the University strengthened its contribution to Sustainable Development Goal 4. WUA's approach to quality education extends beyond increasing student enrolment to providing relevant academic qualifications, strengthening professional competencies, and equipping graduates with the knowledge and skills required to contribute meaningfully to Zimbabwe's social and economic development. Its institutional mandate of addressing gender disparities in accessing university education remained central to its educational interventions. The university guarantees high-quality education through student evaluations, peer evaluations, quality circles, the use of external examiners, and student and stakeholder satisfaction surveys.

The University's commitment to expanding access to higher education was reflected in its 2025 enrolment campaign, which advertised admissions for both the March and August intakes. By maintaining multiple admission opportunities and recognising prior learning opportunities WUA provided prospective students with additional entry points into tertiary education, supporting individuals who may otherwise experience barriers to accessing university education. This is particularly important for mature women, working professionals and individuals seeking to resume their education after interruptions caused by financial, family or employment circumstances. The University's academic offering spans undergraduate, postgraduate, doctoral, diploma and certificate qualifications, creating opportunities for learners at different stages of their educational and professional development.

The University's commitment to educational inclusion was also reflected in the provision of programmes that respond to the needs of vulnerable populations and communities. Its Faculty of Social and Gender Transformative Sciences continued to provide training in Social Work, Community Development, Psychology, Sociology, Early Childhood Development, Child Care and Protection, Child Sensitive Social Policies, Disaster and Livelihoods Management and Gender Studies. These programmes are particularly significant in preparing graduates to address social challenges, promote child protection, strengthen family welfare, manage disasters, support community development and advance gender equality. The availability of both diploma and degree pathways in selected disciplines provides opportunities for learners to progressively develop their qualifications and professional competencies.

The University continued to abide by the Zimbabwe Council for Higher Education (ZIMCHE) requirements as the regulatory body. The university successfully passed comprehensive quality audits by the Council of Social Work and the Nurses Council of Zimbabwe.

Curriculum development and programme expansion constituted another important dimension of WUA's contribution to quality education in 2025. The University pursued the development and submission of 15

additional degree programmes to the Zimbabwe Council for Higher Education (ZIMCHE), including a proposed Bachelor of Education in Inclusive Education and Assistive Technologies and a Master of Science in Computing and Information Systems. These proposed programmes reflect an institutional response to changing labour-market requirements, technological developments and emerging educational needs. In particular, the proposed Inclusive Education and Assistive Technologies programme has the potential to strengthen the preparation of teachers to work with learners with disabilities and diverse learning needs, while the proposed MSc in Computing and Information Systems would contribute to developing advanced technological and digital competencies. The submission of new programmes for regulatory consideration demonstrates WUA's commitment to diversifying its academic portfolio and responding to national skills-development priorities.

The University's programme development agenda was complemented by the introduction and promotion of short courses designed to respond to professional and industry needs. During the reporting period, WUA reported the launch of 10 new market-aligned short courses. This expansion of continuing education opportunities is important because university education increasingly requires flexible learning pathways and micro credentials that allow individuals to update their skills without necessarily enrolling in a full-time degree programme. WUA's wider continuing education model incorporates short courses, professional development programmes, workshops, seminars, lectures and conferences. Short courses are





particularly important for WUA as they advance the principle of lifelong learning under SDG Target 4.3 and the development of relevant skills for employment and entrepreneurship under Target 4.4.

Digital transformation remained an important component of the University's strategy for improving access to teaching and learning. Through the myHope Learning Management System (LMS), The University's reported expansion of blended and distance learning through myHope, including support for students across five national campuses and international ODeL hubs in the United Kingdom, United Arab Emirates, Malawi and Zambia, further illustrates the potential of digital technologies to widen geographical access to higher education. By reducing dependence on physical attendance at a single campus, online learning can make university education more accessible to students who face geographical, professional or personal constraints. The platform also provides an institutional foundation for strengthening cross-border educational engagement and supporting international students. This approach is aligned with SDG Target 4.3 and Target 4.5, particularly the promotion of equal access to tertiary education and the reduction of disparities in educational opportunity.

The quality of education provided by WUA was also supported by efforts to strengthen the qualifications and professional capabilities of its academic staff. During 2025, the University reported a 20% increase in PhD-qualified academic personnel, bringing the number of doctoral degree holders among academic staff to 42. This represents an important investment in strengthening the University's teaching, research, postgraduate supervision and knowledge-production capabilities. A stronger doctoral-qualified academic workforce contributes to the development of research-informed curricula, improved supervision of undergraduate and postgraduate students, and the advancement of scholarly inquiry. The University also undertook initiatives to equip academic staff with knowledge and skills in the ethical integration of Artificial Intelligence (AI) into teaching and learning.

Beyond formal academic qualifications, WUA continued to promote research, innovation and knowledge production as essential components of quality higher education. Through its Research, Innovation and Postgraduate Centre, the University provides an institutional framework for developing postgraduate research capacity, supporting doctoral studies and promoting scholarly contributions. The Centre's research infrastructure includes PhD regulations, research integrity guidelines, ethics clearance procedures, thesis assessment instruments, supervision resources and student innovation support mechanisms. These institutional arrangements help strengthen the quality and integrity of research undertaken by students and academic staff. The arrangements also contribute to developing graduates who can identify societal challenges, undertake evidence-based investigations and generate knowledge that informs policy and practice.

SDG 5 — Gender Equality

In 2025, Women's University in Africa continued to advance its commitment to gender equality and women's empowerment through its deliberate affirmative enrolment policy, which seeks to address historical gender disparities in access to higher education. During the reporting year, the University enrolled 1,403 students, comprising 1,082 female students (77.1%) and 321 male students (22.9%). This demonstrates WUA's continued prioritisation of women's access to university education and its role in creating opportunities for women to acquire higher qualifications, professional competencies and skills necessary for economic and social empowerment. The University's 85:15 women-to-men enrolment policy provides an institutional framework for promoting women's participation in higher education.

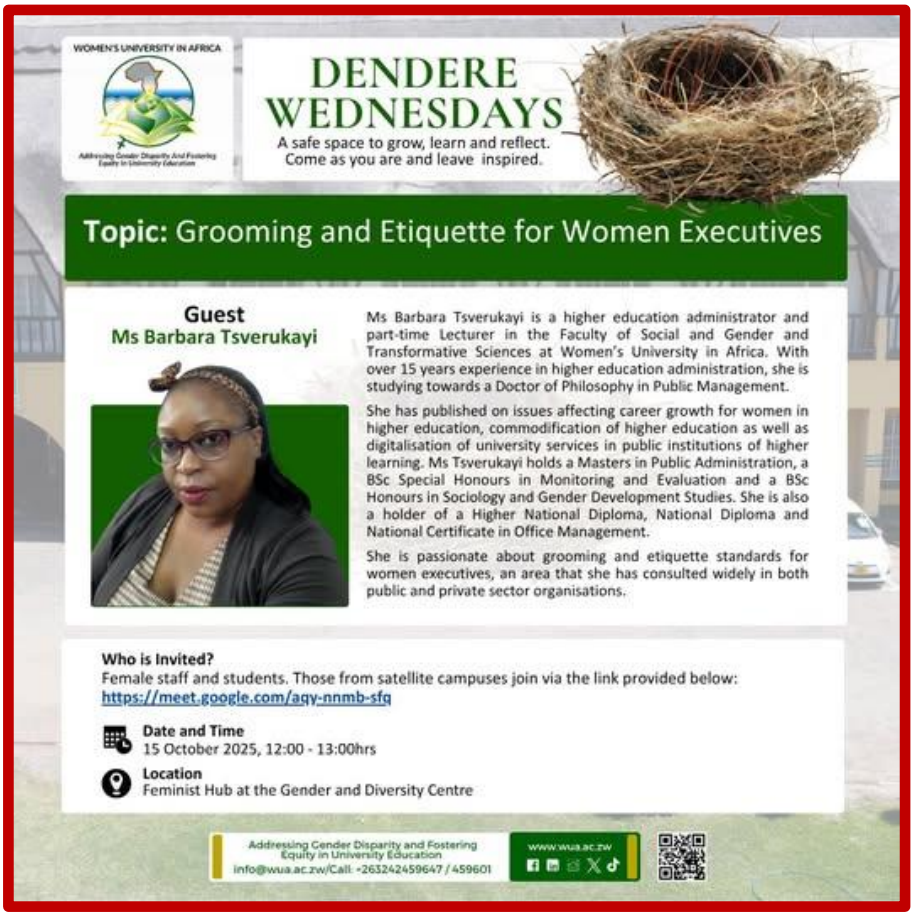
The University's contribution to gender equality was further reflected in its 2025 graduation outcomes. A total of 1,185 students graduated, comprising 1,007 women (85%) and 176 men (15%). Women therefore accounted for most graduates, demonstrating the University's contribution to increasing the number of qualified women entering professional, academic, entrepreneurial and leadership spaces. These graduation outcomes are particularly significant in the context of Zimbabwe, where expanding women's access to tertiary education is an important mechanism for reducing gender inequalities, improving women's economic participation and strengthening their representation in skilled occupations and decision-making positions.



Taken together, the enrolment and graduation figures demonstrate WUA's contribution to SDG 5 (Gender Equality), particularly Target 5.5, which seeks to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making, and Target 5.b, which promotes the use of enabling technologies to enhance women's empowerment. They also reinforce the University's contribution to SDG 4 through the expansion of equitable access to quality higher education. By ensuring that women constitute the majority of both enrolled students and graduates, WUA is investing in women's human capital and strengthening the educational foundations necessary for their participation in Zimbabwe's economic, social and political development.

The high-profile Women's Month Economic Prosperity Panel, co-hosted by the US Embassy and the Women's University in Africa (WUA) on March 27, 2025, served as a powerful testament to WUA's strategic commitment to UN Sustainable Development Goal 5. WUA convened a

prominent assembly of female trailblazers including U.S. Ambassador Pamela Tremont, WUA's Dean of the Faculty of Management and Entrepreneurial Sciences Dr. Precious Hove, and top executives from Zimbabwe's banking, logistics, manufacturing, and informal sectors actively dismantles structural barriers to women's financial inclusion and economic self-determination. The event bridged the gap between academic theory and institutional practice, offering students visible, powerful role models in fields traditionally dominated by men.



The Women's University in Africa (WUA), through its Gender and Diversity Centre, strengthened its commitment to advancing women's empowerment, leadership development and gender equality through the introduction of the Dendere Wednesday Initiative, launched on 13 August 2025. The initiative was established as a structured mentorship and capacity-building programme aimed at equipping female students and female members of staff with personal, professional and leadership skills necessary for their career advancement and broader participation in decision-making spaces. It reflects WUA's recognition that empowering women requires more than access to formal education; it also requires deliberate investment in mentorship, confidence building, professional development and the acquisition of skills that enable women to compete effectively and assume leadership responsibilities.

During 2025, the Dendere Wednesday Initiative delivered three capacity-building sessions, reaching approximately 110 women, comprising female students and members of staff. The sessions covered areas including professional grooming and etiquette, mentorship and coaching, with particular emphasis on preparing women for professional environments, strengthening their self-confidence and enhancing their ability to navigate career and leadership opportunities. One of the featured sessions, Grooming and Etiquette for Women Executives, featured Ms. Barbra Tsverukayi and focused on the importance of professional presentation, personal branding, and workplace conduct in developing effective women leaders. The mentorship and coaching component further provided opportunities for participants to

engage with professional development guidance, gain insights into career progression and build the confidence required to pursue leadership positions.

The initiative contributed to SDG 5, particularly Target 5.5, which seeks to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life. By deliberately investing in the development of female students and staff, WUA is cultivating a pipeline of women equipped to take up professional, managerial and leadership roles. It also supports Target 5.b through the promotion of empowerment initiatives that strengthen women's capabilities and access to opportunities. Importantly, the programme demonstrates the University's institutional commitment to gender equality within its own academic and employment environment, positioning mentorship and professional development as practical mechanisms for addressing barriers that women may encounter in their career progression.

Through the Dendere Wednesday Initiative, WUA extended its gender-equality interventions beyond academic instruction to address the personal, professional, and institutional factors that influence women's advancement. The participation of approximately 110 women in three sessions represents a tangible output of the University's 2025 gender empowerment activities and provides a foundation for measuring longer-term outcomes, including improved leadership confidence, career progression, increased participation in management positions and the development of professional mentorship networks.WUA continued to address gender disparities in science, technology, engineering and mathematics (STEM) through the collaborative efforts of its Gender and Diversity Centre and STEM Centre. Recognising that gender stereotypes, limited exposure to scientific disciplines and inadequate access to practical learning opportunities can discourage girls from pursuing STEM careers, the University adopted an outreach-oriented approach aimed at inspiring girls to explore scientific and technological fields. Through STEM career guidance initiatives, school outreach programmes and practical innovation workshops, the University sought to expose girls to opportunities in science and technology while challenging traditional perceptions regarding women's participation in these disciplines.



The University's STEM Centre provides an important platform for advancing women's participation in scientific innovation and technological development. Equipped to support practical learning, research and experimentation, the Centre enables students to engage with digital electronics, robotics, the Internet of Things, physical computing and embedded systems. Through its outreach programmes targeting primary

and secondary schools, WUA extends STEM learning beyond the university environment, giving young learners opportunities to develop practical problem-solving, creativity and innovation skills. These initiatives are particularly important for girls, as early exposure to science and technology can influence subject choices, career aspirations and eventual participation in traditionally male-dominated professions.

WUA also continued its commitment to recognising and celebrating the achievements of women and girls in science through its annual STEM Awards initiative, introduced in 2023 as part of the University's commemoration of the International Day of Women and Girls in Science. The initiative seeks to recognise high-performing female learners in STEM-related subjects, encourage greater participation of girls in scientific disciplines and provide visible role models for younger generations. By celebrating the achievements of female students, the awards challenge gender stereotypes and demonstrate that girls can excel in scientific research, technological innovation, engineering and mathematics. The initiative also reinforces the importance of mentorship, recognition and institutional support in creating pathways for girls to pursue STEM-related academic and professional careers.

These interventions contribute directly to SDG 5, particularly Target 5.1 on ending discrimination against women and girls, Target 5.5 on ensuring women's full and effective participation and equal opportunities for leadership, and Target 5.b on enhancing the use of enabling technology to promote women's empowerment.

WUA robustly advanced SDG 5: Gender Equality by achieving an institutional leadership structure composed of 57% female (13 positions) and 43% male (10 positions) across its top governance tiers. This progressive distribution directly fulfils SDG Target 5.5 by ensuring women's full and effective participation in highest-level institutional decision-making. Women commanded a 67% majority within the Executive Committee (Exco) and held 75% of Faculty Dean positions, placing female academics at the absolute forefront of strategic and curricular direction. This executive dominance was underpinned by perfect 50/50 gender parity among Department Chairs and a balanced 44% female representation at the Director level, collectively securing a non-discriminatory, sustainable pipeline of female leadership that positions WUA as a regional benchmark for gender-inclusive corporate and academic governance.

Women's University in Africa (WUA) strongly reinforced its institutional commitment to social justice, gender equity, and community safety through high-impact advocacy and multi-sectoral partnerships in 2025. Demonstrating active institutional leadership in combating gender-based violence, WUA moderated a pivotal National Roundtable on Child Marriages, driving high-level policy dialogue among traditional leaders, policymakers, civil society actors, and academic experts to address the structural drivers of adolescent vulnerability. Furthermore, WUA co-hosted specialised 16 Days of Activism workshops focusing on Technology-Facilitated Gender-Based Violence (TFGBV) in close collaboration with the United Nations Population Fund (UNFPA) and the Musasa Project. These workshops successfully equipped students, faculty, and community stakeholders with critical digital safety tools, legal frameworks, and support mechanisms to combat emerging forms of online harassment, cyberbullying, and digitally mediated abuse. By bridging academic research with grassroots community outreach, WUA continues to leverage its institutional platform to shape national policy, protect vulnerable demographics, and foster a safe, inclusive university and societal environment.



The provision and maintenance of family-supportive infrastructure was designed to reduce the barriers that caregiving responsibilities can create for women's participation in higher education. Recognising that student-parents, particularly mothers, often face competing demands between academic work and childcare, the University continued to operate the Harare Early Childhood Development (ECD) Centre to provide a childcare facility for students with young children. This support helped create a more enabling environment for student-parents to attend lectures, participate in academic activities and pursue their studies while meeting their parental responsibilities. By addressing childcare as an institutional support need, WUA acknowledges that access to higher education is not determined by admission opportunities alone, but also by whether students have practical support systems that enable them to remain enrolled and complete their programmes.

The University also maintained the Parents' Nursing Lounge under the Gender and Diversity Centre (GDC), providing a dedicated and appropriate space for breastfeeding mothers and parents attending the University. The Nursing Lounge provides a safe space for mothers in lecture rooms to feed and freshen up their little ones. The facility reflects an understanding that pregnancy, breastfeeding and early childcare should not automatically interrupt a woman's educational or professional development. By providing a supportive environment for nursing mothers, WUA promoted dignity, privacy and inclusion, while helping to make the campus more responsive to the needs of women at different stages of their lives. Such facilities are particularly important in a women-centred institution, where institutional policies and physical infrastructure should actively support the participation, wellbeing and success of women.



These initiatives demonstrate WUA's practical contribution to SDG 5, particularly Target 5.4, which calls for the recognition and value of unpaid care and domestic work through the provision of public services, infrastructure and social protection, and Target 5.1, which seeks to end all forms of discrimination against women and girls. The initiative also contribute to SDG 4 by supporting continuity in education for students with caregiving responsibilities. Beyond the immediate services provided, the ECD Centre and Parents' Nursing Lounge signal an institutional commitment to a more inclusive and family-responsive university environment, one in which motherhood and caregiving are recognised realities rather than disadvantages that limit educational opportunity. The university continued to afford its male workers paternal leave during this period.

Parents' Nursing Lounge

WUA's 2025 research publications address gender equality through studies on women's participation in leadership and policymaking, gender disparities in academic promotion, women and girls in science, child marriage, and the empowerment of women with disabilities. These research areas align with SDG 5: Gender Equality by examining barriers to equal opportunities, participation and access to resources. For example, **Muchabaiwa and Chauraya (2025), in *The Gender Blindness of the Education 5.0 Framework: An Obstruction to Promotion Opportunities for Female Academics in Zimbabwe*,** examine gender-related barriers to women's career advancement in higher education. The study is relevant to SDG target 5.5, which promotes women's full participation and equal opportunities for leadership, by addressing institutional conditions that affect female academics' progression.

Beyond these publications WUA continued to entrench a gender responsive and transformative culture through its HR policy whose provision is that every new employee must undergo a mandatory training on gender called I Know Gender 1,2,3. This course is offered through a partnership with UN Women.



SDG 6 — Clean Water and Sanitation

The Women's University in Africa (WUA) actively advances UN Sustainable Development Goal 6 (SDG 6): Clean Water and Sanitation by embedding water governance, conservation, and scholarly research into its institutional framework. Recognising that water scarcity and unsafe sanitation disproportionately burden women and girls in sub-Saharan Africa, frequently disrupting their access to higher education—WUA leverages its academic platforms to bridge this gender disparity, utilising specialised modules like Sustainable Water Supply and Sanitation Systems and its Diploma in Environmental Management to equip its majority-female student base to become certified Water, Sanitation, and Hygiene (WASH) officers. In 2025, the university reinforced this commitment through sustainable campus operations, relying on natural borehole water as its primary source for WASH needs, providing free drinking water stations across its campuses, and leading local community cleanup campaigns to combat waterborne illnesses.

WUA further minimised its ecological footprint by modernising its campus irrigation systems with pop-up rain sprinklers, which drove a significant reduction in water loss. This operational efficiency was mirrored in the university's academic contributions to national water safety, highlighted by the 2025 publication by **Mbiza, H. *et al*., titled "Evaluating economic and public health justifications for water safety plans: A cost-benefit and risk reduction perspective for Zimbabwe" in the *Journal of Water, Sanitation and Hygiene for Development* (15(11), p. 907, doi: 10.2166/washdev.2025.092).**

In 2025, Women's University in Africa (WUA) strengthened water security and sustainable water management across its campuses through targeted infrastructure improvements and water conservation measures. The University installed high-capacity commercial water storage tanks at the Marondera and Bulawayo campuses to improve water storage capacity and ensure a more reliable and uninterrupted supply of clean water. This investment enhanced the campuses' resilience to water supply disruptions, helping to maintain essential university operations and supporting the water needs of students, academic and administrative staff. Reliable access to water is particularly important in maintaining hygienic learning, working and residential environments, as well as ensuring the continuity of essential services, including sanitation and cleaning.

Alongside these infrastructure upgrades, WUA improved the efficiency of its water-use operations by transitioning campus grounds irrigation systems to pop-up rain sprinklers. This approach was intended to minimise water loss associated with less efficient irrigation methods, improve the targeted distribution of water across landscaped areas and promote more responsible use of available water resources. The transition reduced operational water losses by 35%, representing an important contribution to the University's efforts to conserve water and reduce wastage. These activities contributed directly to SDG 6, particularly Target 6.1, which focuses on access to safe and affordable drinking water, and Target 6.4, which calls for improved water-use efficiency and sustainable freshwater withdrawals.

SDG 7 — Affordable and Clean Energy





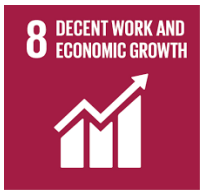


2025 saw extensive infrastructure modernisations that dramatically cut power consumption across all campuses. A core pillar of this green transition was a comprehensive overhaul of its ICT framework, which systematically replaced obsolete desktop computers with Energy Star-certified laptops and All-in-One computers.

This shift yielded substantial efficiency gains, as traditional desktops consuming between 300W and 400W were replaced by sleek units drawing below 50 Watts, effectively slicing computer-related electricity demands by up to 85% and leaving legacy desktops at less than 15% of the university's total inventory. To combat phantom power drain, departments centralised their operations using eco-printers equipped with automated sleep modes, while lecture and board rooms were upgraded with low-power, long-lifespan projectors engineered for maximum brightness at minimal wattage.

Campus illumination underwent a similar smart revolution; WUA deployed energy-saving fluorescent tubes and LED bulbs indoors, integrated solar flood lighting at strategic hubs like the AAU SARO office to slash utility bills, and outfitted outdoor fixtures with automated day-and-night sensor switches to eliminate human error and waste. These comprehensive electrical upgrades were seamlessly paired with thermal and appliance efficiencies, including the installation of roof-mounted solar geysers to eliminate dependency on conventional water heaters, alongside the integration of high-efficiency, inverter-compressor refrigeration units within all campus kitchens and canteens.

The university acquired a 10 kV solar system for its WUA Mutare Campus and another 10 kV Solar system for the farm. These two systems have greatly improved access to affordable and clean energy.



SDG 8 — Decent Work and Economic Growth

In 2025, Women's University in Africa (WUA) continued to strengthen its contribution to Sustainable Development Goal 8 through human capital development, staff retention, career progression and the promotion of fair labour practices. Recognising that a qualified, motivated and stable workforce is essential to the delivery of quality higher education, the University prioritised the retention and development of its employees while strengthening institutional employment structures.

WUA maintained a staff retention rate of 94% across a workforce of 331 full-time employees during the reporting period. This high retention rate reflects the University's emphasis on maintaining institutional stability, retaining experienced personnel, and supporting the professional development of its workforce.

The University also took steps to strengthen academic career progression and improve the deployment of human resources in support of its teaching and learning mandate. During 2025, WUA granted academic tenure to five qualifying faculty members, recognising their academic experience, professional contributions and commitment to the institution. These initiatives align with SDG Target 8.5, which promotes full and productive employment and decent work for all, including equal pay for work of equal value. Employees continued to enjoy contact leave and paid maternity and paternity leave.

In addition, the University redeployed 11 eligible administrative employees into full-time academic lecturing positions. This human resource rationalisation initiative enabled WUA to utilise existing institutional skills and experience to strengthen its academic workforce while creating opportunities for employees to progress into different professional roles. The redeployment also demonstrates the importance of internal career mobility and skills utilisation in promoting workforce development. By drawing on existing human capital, the University strengthened its teaching capacity and supported the continuity of academic service delivery. Most of these members had upgraded their qualifications after benefiting from the implementation of the staff training and development policy. This intervention has a complementary contribution to SDG 4, particularly Target 4.c, through the strengthening of teaching capacity, and SDG 8, through the promotion of professional development, career progression and productive employment.

WUA in 2026 maintained a peaceful working environment with smooth relations between the workers committee and management. The Workers Committee served as a vital structural pillar for promoting UN Sustainable Development Goal 8 (SDG 8: Decent Work and Economic Growth) within the university by functioning as the primary vehicle for social dialogue, the committee protects worker rights, promotes collective bargaining, and ensures fair labour practices across all regional campuses. This internal framework directly advances SDG Target 8.5 by advocating for gender-equitable working conditions, inclusive promotion pathways, and equal pay for work of equal value. Furthermore, in alignment with Target 8.8's focus on secure work environments, the committee monitored the active enforcement of WUA's updated Gender and Anti-Sexual Harassment policies, guaranteeing a physically and psychologically safe workplace for female academics and support staff. Through collaborative

engagement with university management on human capacity development and technological upskilling, the Workers Committee ensured that staff are progressively empowered to adapt to digital shifts, thereby enhancing institutional productivity and institutionalizing the International Labour Organization's (ILO) Decent Work Agenda.

WUA further demonstrated its commitment to fair labour governance through the development of an updated institutional Code of Conduct aligned with the requirements of the Zimbabwe Labour Act. The updated Code provides an institutional framework for regulating workplace conduct, clarifying employee and employer responsibilities, promoting professional accountability and guiding the management of workplace disciplinary matters. Having an employment framework aligned with national labour legislation is important in protecting employees' rights, promoting procedural fairness and supporting constructive employer–employee relations. It also provides a basis for addressing workplace grievances and maintaining a professional environment founded on accountability, transparency and respect. These measures contribute to SDG Target 8.8, which calls for the protection of labour rights and the promotion of safe and secure working environments for all workers.



SDG 9 — Industry, Innovation and Infrastructure

Women's University in Africa (WUA) strengthened its contribution to Sustainable Development Goal 9 (Industry, Innovation and Infrastructure) through the promotion of applied research, student entrepreneurship, intellectual property development, technology transfer and the commercialisation of innovative products. The University's approach to innovation focused on translating academic knowledge and research into practical solutions that respond to challenges in agriculture, manufacturing, environmental sustainability and community development. Through its innovation centres, student entrepreneurship initiatives and engagement with industry, WUA continued to create opportunities for students and researchers to develop solutions with potential economic and social value.

A significant development during the reporting period was the University's reported registration of six innovative patents and two national trademarks. These intellectual property achievements reflect efforts to move research beyond academic publication towards the protection, development and potential commercial application of locally generated innovations. Among the innovations identified were Quinoa Tilapia Feed, a product with potential application in aquaculture and the development of alternative animal-feed solutions; Saponins Biopesticide, an innovation directed towards agricultural pest management and potentially more environmentally conscious crop protection.

WUA also promoted student entrepreneurship and innovation through its Enactus Club, which provided students with opportunities to develop entrepreneurial solutions to real-world challenges. During 2025, the University's student innovators participated in the Delta Smart Drinking, Moderation and Innovation Challenge, an initiative implemented by Delta Corporation in partnership with the Boost Fellowship. The

programme brought together university students to develop innovative responses to challenges associated with alcohol misuse, substance abuse and responsible drinking. WUA's participation demonstrated the role of student entrepreneurship platforms in encouraging applied research, creative problem-solving and the development of socially responsive innovations.

The University further participated in national innovation and industrialisation platforms through the showcasing of its agricultural value-addition innovations at the Presidential Innovation Fair in December 2025, as reported in the University's activity information. Such exhibitions provide an important interface between universities, government, industry, investors and other innovation stakeholders. By presenting research outputs and prototypes to a wider audience, WUA created opportunities to demonstrate the practical application of university research, receive feedback from potential users and identify opportunities for collaboration and commercialisation.



WUA also demonstrated its contribution to industrial development through the activities of its Fashion and Design Centre (FDC), which functions as one of the University's industrial and commercialisation units. The WUA Fashion and Design Centre (part of the Women's University in Africa) was honoured with the Competitive New Entrant Award in the Clothing Industry at the Zimbabwe Clothing Manufacturers Association (ZCMA) Best New Entrant for 2025 award. The FDC contributes to the development of domestic production capacity and creates opportunities for skills transfer between the university environment and the wider manufacturing industry. Its activities are particularly relevant to SDG Target 9.2, which promotes inclusive and sustainable industrialisation, and Target 9.3, which seeks to increase the access of small-scale industrial and other enterprises to financial services and markets.

SDG 10 — Reduced Inequalities

In 2025, WUA significantly advanced Sustainable Development Goal 10 (Reduced Inequalities) by championing inclusive education, gender parity, and grassroots empowerment. WUA promoted equitable access and institutional inclusion by welcoming students from diverse socioeconomic backgrounds and historically underrepresented groups, supported by targeted academic programmes, student initiatives, and strategic partnerships. A prominent milestone in 2025 was WUA's collaboration with the Zimbabwe Gender Commission (ZGC) in October, which featured public lectures, workshops, and focus groups designed to gather grassroots data, tackle gender-based violence, and shape institutional equity policies. Documented through enrolment statistics, scholarship programmes, and policy-driven community engagement, these ongoing initiatives reaffirm WUA's leadership in dismantling institutional barriers and fostering a truly inclusive learning environment.



WUA's collaboration with the Zimbabwe Gender Commission (ZGC) aims to advance gender equality, promote institutional accountability and address gender-based violence within higher education institutions. On 9 October 2025, WUA hosted a ZGC public lecture followed by facilitated focus group discussions under the theme of dismantling campus gender-based violence and addressing social inequalities. The engagement brought together the University community and gender equality stakeholders to examine the challenges affecting women and other vulnerable groups in educational environments. The public lecture provided a platform for sharing knowledge on gender equality, sexual harassment, gender-based violence and institutional exclusion, while the focus group discussions enabled participants to openly identify challenges, share experiences and propose practical solutions. Importantly, the discussions provided an opportunity for grassroots perspectives to inform the Zimbabwe Gender Commission's research, policy advocacy and development of interventions addressing gender inequalities. The collaboration reflected a shared commitment between WUA and ZGC to move beyond awareness-raising towards evidence-based approaches to preventing gender-based violence and promoting safer, more inclusive learning

environments. It also complemented WUA's work through its Gender and Diversity Centre, which promotes gender research, policy development, gender audits, capacity building and community engagement. The initiative contributed to SDG Target 17.17, which encourages effective partnerships between public institutions, civil society and other stakeholders, and Target 17.16, which promotes multi-stakeholder partnerships that mobilise and share knowledge, expertise and resources. It also supported SDG 16.1 on reducing violence and SDG 5.2 on eliminating all forms of violence against women and girls.

The University maintains an open-access institutional repository that collects, preserves and shares scholarly work produced by the WUA community. By providing free access to research outputs, the repository supports SDG 10: Reduced Inequalities by lowering financial and institutional barriers to knowledge, particularly for researchers, students, policymakers and communities with limited access to subscription-based resources. This initiative promotes more equitable access to evidence that can inform research, policymaking and development. The WUA Repository is accessible here: https://dspace.wua.ac.zw/home.



In line with Sustainable Development Goal 10 (Reduced Inequalities), the Women's University in Africa (WUA) 2025 Student Representative Council (SRC) demonstrates institutional inclusion and political empowerment by dismantling systemic barriers within tertiary education governance. Embedded directly within the university's mandate of "Addressing gender disparity and fostering equity in University Education," the council composition advances Target 10.2 by ensuring the equal representation and decision-making power of traditionally underrepresented and marginalized groups. Gender inclusion is actively practiced through a balanced leadership distribution—including both female and male executives—reflecting a commitment to gender equity even within a female-focused institution. Furthermore, the SRC advances social and health-status equity through the visible leadership of persons with albinism, alongside dedicated roles such as the Gender and Inclusion Secretary to institutionalize student advocacy. Geographic and socio-economic disparities are further mitigated by incorporating representatives from diverse regional satellite campuses (e.g., Bulawayo, Mutare, Kadoma, Marondera) and the UK diaspora, ensuring that governance, resource distribution, and student welfare are accessible and representative of the entire student body regardless of location or background



WUA SRC Elections 31 October 2025

SDG 11 — Sustainable Cities and Communities

In 2025, the Women's University in Africa (WUA) actively advanced Sustainable Development Goal 11 (Sustainable Cities and Communities) by championing urban environmental stewardship, sustainability education, and civic cleanliness. Aligning with Zimbabwe's national clean-up campaign which mobilises communities every first Friday of the month to foster environmental hygiene and civic responsibility, WUA integrated academic theory with tangible community action. A premier example of this commitment was the student-led "Our Power, Our Planet" sustainability campaign launched on Earth Day in April 2025 by Marketing students and faculty. The initiative combined panel discussions and intellectual discourse with practical campus clean-ups and a "Hug a Tree" environmental consciousness drive. By embedding waste management, ecological preservation, and community engagement into its institutional fabric, WUA reinforces national cleanliness mandates and empowers students to build sustainable, resilient, and clean learning communities.



WUA demonstrated its commitment to sustainable urban environments and community environmental responsibility through the participation of students and staff in Zimbabwe's National Clean-Up Programme. The initiative, which involved monthly clean-up activities across the University's operational locations in Harare, Marondera, Mutare, Bulawayo and Kadoma, aligned institutional environmental stewardship with the national campaign for cleaner, safer and healthier urban communities. By mobilising students and employees to participate in cleaning public spaces and surrounding communities, WUA reinforced the importance of collective responsibility in addressing littering, poor waste disposal and environmental degradation. The University's participation also provided an opportunity for students to translate environmental awareness into practical civic action, encouraging responsible waste management habits and a culture of environmental accountability beyond the university campus.

This intervention directly supported Zimbabwe's National Clean-Up Programme, established following the Presidential declaration of 5 December 2018, which designates the first Friday of every month, between 08:00 and 10:00 hours, as National Clean-Up Day. The programme calls upon educational institutions, businesses, government departments and communities to take collective responsibility for maintaining clean, safe and healthy environments. By aligning its activities with this national initiative, WUA demonstrated how universities can complement government-led environmental programmes through institutional participation, student leadership and community engagement.

The initiative contributed to SDG 11, particularly Target 11.6, which calls for reducing the adverse environmental impact of cities, with particular attention to air quality and municipal and other waste management. It also supported Target 11.3 by encouraging participatory and inclusive approaches to sustainable community management. Through participation across its campuses and surrounding townships, WUA reinforced the role of higher education institutions as active partners in building cleaner, healthier and more sustainable urban communities.



SDG 12 — Responsible Consumption and Production

WUA's sustainable procurement approach was reflected in its 2025 invitation for suppliers to register on the University's supplier database. The procurement notice, which closed on 25 January 2025, encouraged female-owned businesses to apply. WUA's procurement approach contributed to SDG Target 12.7, which promotes sustainable public procurement practices, and SDG Target 12.2, which calls for the sustainable management and efficient use of natural resources.

The University's encouragement of women-owned enterprises also gave its procurement activities an important gender-inclusive dimension. By actively inviting female-owned companies to register as potential suppliers, WUA used its institutional purchasing processes to create opportunities for women's participation in enterprise development and commercial supply chains.

WUA also advanced resource efficiency through the digital transformation of its administrative and financial operations. During 2025, the University reported migrating its financial management systems to Sage Pastel and expanding its electronic learning resources. The migration of financial operations to an integrated digital accounting environment supported more efficient financial record management, transaction processing, reporting, and information retrieval. At the same time, the expansion of digital learning resources reduced reliance on printed teaching materials, paper-based communication, and the physical circulation of academic documents. These interventions contributed to the University's reduction of administrative paper consumption by more than 40%. Towards the end of 2025, a resolution for paperless meetings was made. Reducing paper use has important environmental implications, including lower demand for paper products, reduced printing-related energy consumption, and less paper waste requiring disposal. This intervention aligns with SDG Target 12.5, which seeks to substantially reduce waste generation through prevention, reduction, recycling and reuse, and Target 12.2 on the efficient use of natural resources.

Agricultural sustainability and responsible production were further demonstrated through the activities of WUA's Helianth Farm in Marondera, which serves as an institutional platform for agricultural innovation, practical learning and the development of value-added agricultural products. The University's agricultural initiatives included the promotion of Saponins-based biopesticides and bio-nutritional livestock feeds as alternatives that could reduce dependence on conventional synthetic agricultural inputs. The development of Saponins biopesticide is particularly relevant to sustainable crop production because plant-derived compounds can provide opportunities for developing alternative pest-management products. Where their effectiveness and environmental safety are established, such products can help farmers reduce reliance on certain synthetic pesticides and support more environmentally responsible agricultural practices. Similarly, the development of bio-nutritional livestock feeds demonstrates the potential of agricultural research to improve the utilisation of available feed resources, strengthen livestock nutrition and create value from locally accessible agricultural materials..



SDG 13 — Climate Action

In 2025, WUA significantly advanced SDG 13 (Climate Action) by embedding climate risk, environmental justice, and disaster risk and livelihoods management into its academic curricula within the Faculty of Social and Gender Transformative Sciences. Through postgraduate modules such as KMDLM124: Climate Change, Disaster and Livelihoods, lectured by Dr. Christopher Mabeza under the Master of Science in Disaster and Livelihoods Management, WUA actively addresses the escalating global threat of weather-related hazards and their differential impacts on vulnerable livelihoods. The course equips development professionals with critical tools for climate adaptation, risk reduction, and 'climate-proofing' community projects, while championing climate justice and evaluating North-South ecological dynamics. By fostering evidence-based policy skills and capacity building, WUA directly contributes to building climate-resilient communities and empowering the next generation of climate policy leaders in Southern Africa

The student led "Our Power, Our Planet" Sustainability Campaign, prominently featured across institutional media including LinkedIn. Organized on Earth Day (April 22, 2025) by Marketing students alongside faculty coordinators,, the campaign effectively translated academic knowledge into actionable climate advocacy and environmental stewardship.

Students in the Department of Environmental Sciences, Horticulture and Animal Sciences undertook climate science modules (DE214 Principles of Climate Change module for diploma students and KBEM 124 Climate Change Mitigation and Adaptation for degree students.

To strengthen its climate resilience, the Women's University Farm purchased and installed a 10 kV solar system which has enabled it to expand its irrigable land by 3 ha. Further, the farm adopted the use of water-saving technologies for irrigation, which include the drip system and the use of water saving rain pipes. The farm also runs its own feed mixing using locally produced hay, other acacia species, broiler bedding, and locally produced maize. The Mutare campus also benefitted from a new solar system.

In choosing crop varieties to grow, the WUA farm mainly focuses on varieties that are tolerant of drought and have high water use efficiency. The farm maintains a research and teaching unit which tests these crops for its use as well as for the benefit of students during learning.

The University's reported climate-smart agricultural extension activities during 2025 further demonstrated efforts to translate research and academic knowledge into practical adaptation interventions. Through training and knowledge-sharing with smallholder farmers, WUA promoted drought-resistant quinoa cultivation and water-harvesting agronomy as approaches to strengthening agricultural resilience. The promotion of quinoa cultivation provides an opportunity to diversify crop production, explore alternative sources of nutrition and income, and reduce the risks associated with dependence on a limited range of crops. Water-harvesting agronomy is equally important in Zimbabwe's increasingly variable rainfall environment. Techniques such as capturing and retaining rainwater, improving soil moisture conservation, appropriate land preparation, mulching and managing surface

runoff can help farmers make more effective use of limited rainfall. These practices are particularly relevant to smallholder farmers who rely predominantly on rain-fed agriculture and have limited access to irrigation infrastructure. By connecting agricultural research with farmer training, WUA's intervention sought to promote practical adaptation strategies that can strengthen household food security, agricultural productivity and resilience to climate-related shocks.

These interventions were particularly relevant in the context of Zimbabwe's 2024–2025 El Niño-induced drought, which caused extensive crop failures, livestock losses and water shortages. The United Nations Development Programme's 2025 Zimbabwe factsheet identified the vulnerability of smallholder farmers, particularly women and young people, arising from their dependence on rain-fed agriculture and limited access to climate-resilient technologies. The UNDP's Building Resilience and Enhancing Food Security of Drought-Affected Smallholder Farmers project, launched in March 2025, similarly emphasised drought-tolerant crops, improved soil moisture retention, farmer training and climate-resilient agricultural practices. WUA's focus on alternative crop cultivation and water-harvesting techniques therefore addressed challenges that were directly relevant to Zimbabwe's national climate adaptation priorities.

The importance of integrating indigenous knowledge with contemporary agricultural science and climate change was also reinforced by wider research and development initiatives. WUA's 2025 publications address climate action through research on climate vulnerability, disaster resilience, sustainable rural construction, drought-related livestock management and methane production. These research areas align with SDG 13 by examining approaches relevant to climate adaptation, risk management and emissions mitigation. For example, **Kusangaya *et al*. (2025), in *Cyclone Damage Assessment Using High Resolution Satellite Imagery, Drone Technology and GIS: Lessons Learnt*,** examine technological approaches to assessing cyclone damage. This research is relevant to SDG target 13.1, which focuses on strengthening resilience and adaptive capacity to climate-related hazards and natural disasters, by providing knowledge that can inform disaster assessments, recovery planning and targeted interventions.

Additionally, research on smallholder farming has highlighted the value of traditional knowledge in responding to rainfall variability, prolonged dry spells and declining water availability. Indigenous agricultural practices, traditional crop varieties, seasonal forecasting knowledge and community-based resource management can complement modern climate information and agricultural technologies. WUA's interdisciplinary approach to climate research and its emphasis on indigenous knowledge systems provide an opportunity to support adaptation strategies that are both scientifically informed and responsive to local realities. This is particularly important for women farmers, who play a significant role in household food production and the preservation and transmission of indigenous agricultural knowledge.



SDG 14 — Life Below Water

In 2025, WUA contributed to the conservation and sustainable utilisation of aquatic ecosystems through its academic programmes, practical agricultural activities and environmental stewardship initiatives. Through the Faculty of Agriculture, Environment and Natural Resources, the University incorporated aquatic ecosystem conservation and sustainable natural resource management into its Environmental Sciences curriculum, offered through diploma and degree-level studies. These programmes expose students to environmental protection, ecosystem management, biodiversity conservation, sustainable utilisation of natural resources and the relationship between human activities and aquatic environments. By integrating conservation principles into university teaching, WUA contributes to developing graduates with the knowledge and technical competencies required to address challenges such as water pollution, habitat degradation, unsustainable resource utilisation and the protection of aquatic biodiversity.

An important aspect of WUA's contribution is the presence of a dam at the farm, which supports fisheries and provides an aquatic resource with potential benefits for surrounding communities. The dam provides an opportunity for practical learning and demonstrates the relationship between freshwater ecosystems, aquatic biodiversity, food production and community livelihoods. Through its environmental management activities, WUA seeks to protect this water resource from pollution and degradation while promoting responsible utilisation. The University's continued participation in environmental programmes, including clean-up activities and awareness initiatives, reinforces the importance of preventing the disposal of solid waste and other pollutants into natural water systems. Such interventions are particularly important because pollutants originating from land-based activities can enter streams and rivers, eventually affecting downstream water bodies and aquatic ecosystems.

WUA's approach is relevant to Zimbabwe's wider environmental conservation priorities. In 2025, Zimbabwe strengthened its national focus on wetland conservation in preparation for hosting the 15th Conference of the Parties to the Ramsar Convention on Wetlands (COP15), held in Victoria Falls from 23 to 31 July 2025. Wetlands and freshwater ecosystems play important roles in maintaining biodiversity, regulating water flows, supporting fisheries, filtering pollutants and sustaining community livelihoods. The Food and Agriculture Organisation (FAO) highlighted the importance of protecting Zimbabwe's wetlands because of their contribution to flood control, climate regulation and sustainable livelihoods.

Through its teaching, environmental awareness and management of its on-campus water resources, WUA contributes to the broader objectives of SDG 14, particularly the prevention of pollution entering aquatic environments. Its activities are most closely connected to the pollution-prevention principles underpinning Target 14.1, which calls for the prevention and significant reduction of marine pollution, particularly pollution originating from land-based activities. Although WUA's stream is a freshwater ecosystem rather than a marine environment, its protection is relevant to the wider aquatic conservation agenda because pollution can move through connected water systems. The University's contribution

should therefore be understood as an indirect but important contribution to aquatic ecosystem protection, alongside its more direct alignment with SDG 6 and SDG 15.

SDG 15 — Life on Land



In 2025, WUA contributed to the conservation and sustainable use of terrestrial ecosystems through academic training, practical agricultural activities, community engagement and environmentally responsible farm management. The University's Faculty of Agriculture, Environment and Natural Resources, together with its Health Sciences programmes, plays an important role in developing knowledge and skills relevant to biodiversity conservation, sustainable agriculture, ecosystem management and the protection of natural resources. Through its Diploma in Environmental Management, Bachelor of Science Honours Degree in Environmental Science and Extension, and agriculture-related programmes, WUA equips students with an understanding of the relationship between agricultural production, environmental sustainability and biodiversity protection. The curriculum provides a foundation for preparing graduates who can contribute to environmental management, sustainable land use, conservation and the responsible utilisation of natural resources.

The University's teaching farm provides an important practical environment for demonstrating sustainable agricultural practices and the relationship between food production and biodiversity conservation. One of the activities undertaken at the farm is beekeeping, which demonstrates WUA's recognition of the ecological and agricultural importance of pollinators. Bees play an essential role in maintaining terrestrial ecosystems through pollination, supporting plant reproduction, biodiversity regeneration and agricultural productivity. Their activities contribute to the production of fruits, seeds and other crops, while supporting the ecological balance of natural and cultivated landscapes. By maintaining beekeeping activities at its farm, WUA promotes awareness of the importance of protecting pollinator populations and integrating biodiversity considerations into agricultural production. This activity also provides an opportunity for practical student learning on the relationship between insects, crop production, food security and ecosystem health.

WUA's approach to protecting bees and other beneficial organisms is further reflected in the reported use of integrated pest management (IPM) strategies in its farm spraying programmes. Rather than relying exclusively on chemical pest control, the University's approach seeks to manage agricultural pests while minimising adverse effects on pollinators, natural predators and other beneficial organisms. Integrated pest management combines appropriate monitoring, preventive measures, biological control and carefully managed pesticide application to reduce unnecessary chemical exposure. This is particularly important because indiscriminate pesticide use can harm pollinating insects and other organisms that contribute to ecological balance. The University's emphasis on conserving bees and natural predators

demonstrates the importance of integrating environmental considerations into routine agricultural operations.

The relevance of this approach is supported by 2025 research in Zimbabwe on farming with alternative pollinators. A study published through the Food and Agriculture Organization (FAO) highlighted how the incorporation of pollinator-friendly plants into agricultural landscapes can increase pollinator abundance and diversity while contributing to improved smallholder agricultural incomes. The research demonstrated that agricultural systems designed to support pollinators can generate both ecological and economic benefits. WUA's beekeeping and integrated pest management activities therefore reflect practices that are consistent with the wider scientific understanding of sustainable agriculture and biodiversity conservation.

Beyond the teaching farm, WUA's environmental sustainability initiatives also contribute to the protection of terrestrial ecosystems through student and staff participation in environmental awareness and clean-up programmes. The University's student-led Our Power, Our Planet campaign, launched on Earth Day on 22 April 2025, encouraged environmental responsibility through expert discussions, tree-related activities and environmental clean-ups. The initiative provided students with an opportunity to translate environmental knowledge into practical action while promoting awareness of the relationship between human wellbeing, environmental health and sustainable development. Similarly, participation in Zimbabwe's National Clean-Up Programme provided opportunities for students and staff to contribute to cleaner surroundings and responsible waste management in communities around the University's operational locations. These activities support the protection of terrestrial habitats by encouraging responsible disposal of waste and reducing the potential for pollution to affect soils, vegetation and wildlife.

Through these interventions, WUA contributed to SDG 15, particularly Target 15.1, which promotes the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems; Target 15.5, which seeks to reduce the degradation of natural habitats and biodiversity loss; and Target 15.9, which calls for integrating ecosystem and biodiversity values into national and local planning. The University's beekeeping and integrated pest management activities are particularly relevant to biodiversity conservation and the protection of pollinator populations, while its academic programmes contribute to building the human capacity required for sustainable natural resource management. Taken together, these initiatives demonstrate how WUA integrates environmental responsibility into teaching, agricultural practice and institutional engagement.



WUA Agricultural Faculty undertakes training for farmers in horticulture and fruit tree production. 12 July 2025.

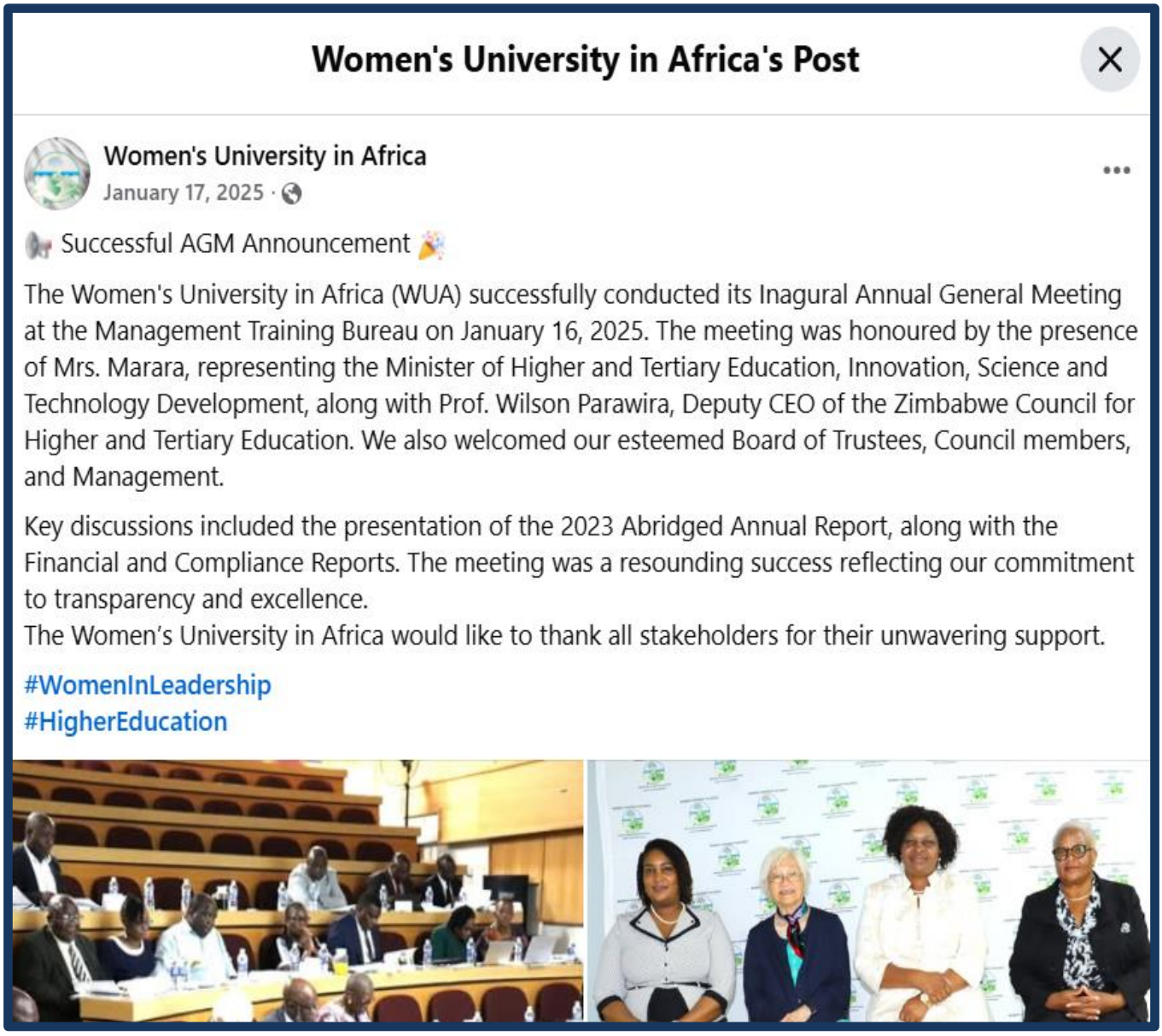
SDG 16 — Peace, Justice and Strong Institutions

In 2025, WUA strengthened its institutional governance, accountability and commitment to transparent, inclusive and responsible decision-making. Through the establishment of data protection structures, student representation mechanisms and the development of institutional governance policies, the University continued to build an organisational environment founded on accountability, ethical conduct, participation and respect for individual rights. These interventions demonstrate the role of higher education institutions in promoting strong, transparent and inclusive institutions, consistent with SDG 16.



Elected on 30 October 2024, the the 2025 Student Representative Council (SRC) 15-member council officially assumed office on 1 January 2025 following a rigorous two-month peer-understudying mentorship framework. Demonstrating WUA's commitment to diversity and global integration, the 2025 SRC features broad representation across local satellite campuses including the inaugural United Kingdom campus representative and comprises 6 female and 9 male student leaders. Crucially, the council includes two students with disabilities, exemplifying WUA's dedication to dismantling barriers, promoting disability inclusion, and ensuring equitable participation for all students in institutional decision-making."

WUA further strengthened its governance architecture through the development and Council approval of 11 institutional governance policies during the reporting period. These included policies addressing anti-corruption, intellectual property, open science, and drug and substance abuse, alongside other frameworks intended to strengthen institutional administration, ethical conduct, research governance and accountability. The development of these policies represents an important effort to establish clear institutional standards, define responsibilities, and provide guidance for decision-making across the University.





WUA Inaugural AGM 16 January 2025

Institutional accountability was also reflected in WUA's formal governance and reporting processes during 2025. The University issued notice of its Second Annual General Meeting, held on 14 November 2025 at the Management Training Bureau in Harare, using a hybrid format that accommodated both physical and virtual participation. The meeting agenda included consideration and adoption of the University's annual report, audited financial statements, external auditors' reports and compliance report for the financial year ended 31 December 2024. It also provided for the appointment and reappointment of Council members and consideration of external audit arrangements for the 2025 financial year. These processes demonstrate the University's formal accountability mechanisms through which institutional performance, financial management, regulatory compliance and governance arrangements are subjected to stakeholder and Council oversight.

An important institutional governance development during 2025 was the establishment of a Data Protection Office (DPO) and the University's reported attainment of Data Controller licensing compliance with the Postal and Telecommunications Regulatory Authority of Zimbabwe (POTRAZ), which serves as Zimbabwe's Data Protection Authority. This initiative was particularly significant in strengthening the University's responsibility to safeguard personal information belonging to students, academic and administrative staff, prospective students, alumni and other stakeholders. As a higher education institution, WUA processes substantial volumes of sensitive institutional information through admissions, student registration, examinations, human resources, research, financial administration and

digital learning platforms. Establishing a dedicated data protection function therefore strengthens institutional oversight of how personal information is collected, stored, accessed, processed and shared. By establishing a Data Protection Office and securing the reported POTRAZ Data Controller Licence, WUA demonstrated its commitment to meeting national regulatory obligations and strengthening the protection of stakeholder information. This is especially important given the University's use of digital student records, online learning platforms, research databases and administrative information systems. The DPO function provides an institutional mechanism for overseeing data-handling practices, promoting awareness of privacy responsibilities and supporting appropriate responses to potential data breaches. Beyond regulatory compliance, this intervention helps build trust between the University and its students, employees, research participants and external partners. It contributes to SDG Target 16.6, which calls for effective, accountable and transparent institutions, and Target 16.10, which promotes public access to information and the protection of fundamental freedoms.



SDG 17 — Partnerships for the Goals

In 2025, the Women's University in Africa (WUA) significantly advanced SDG 17 (Partnerships for the Goals) by expanding multi-stakeholder collaborations with premier international and continental bodies to build institutional capacity, drive resource mobilization, and deepen higher education internationalization.

The University's international collaboration was further strengthened through its participation in the International Association of Universities (IAU) Higher Education Internationalisation and Advisory Services (HEIAS) programme, supported by UNESCO. Following WUA's participation in the programme and an institutional self-assessment of its internationalisation strategies, policies and processes, an international expert delegation conducted a two-day institutional review at WUA's Harare Campus on 19–20 November 2025. The delegation included representatives from the International Association of Universities, St Mary's University in Ethiopia, Mykolas Romeris University in Lithuania and Durban University of Technology in South Africa. The engagement culminated in a half-day stakeholder workshop on 21 November 2025, bringing together higher education institutions, policymakers and other stakeholders to discuss more equitable and inclusive approaches to internationalisation



L eft to right:

- *Professor Giorgio Marinoni, the IAU Manager for Higher Education and nternationalisation;*
- *Dr. Lavern Samuels, the Director for International Education and partnerships at the Durban University of Technology in South Africa;*
- *Professor Inga Zaleniene, Rector of Mykolas Romeris, University in Lithuania and IAU Administrative Board Member;*
- *Professor Sunungurai Dominica Chingarande, Vice chancellor, Women's University in Africa*
- *Professor Wondwosen Tamrat, President of St Mary's University in Ethiopia*

Additionally, WUA continued to implement its MOU signed in 2023 with the Association of African Universities (AAU) as the AAU Southern Africa Regional Office, by hosting a regional workshop on Strategic Financial Planning and Resource Mobilisation. It was held in June 2025 in Harare.



The Women's University in Africa (WUA) strengthened its contribution to Sustainable Development Goal 17 (Partnerships for the Goals) through the development and consolidation of strategic international, regional and local partnerships aimed at advancing research collaboration, academic exchange, institutional capacity building and community development. Recognising that the achievement of the Sustainable Development Goals requires cooperation across national boundaries and sectors, The programme which was a capacity building initiative brought in Vice Chancellors, Registrars, Auditors, Bursars, among senior leaders in institution of higher learning. Universities represented were from: Nigeria, Zimbabwe, Siera Leone, Ghana, Djibouti, Togo, Benin. Tanzania WUA continued to engage universities, development organisations, foundations, diplomatic institutions and local authorities to create opportunities for knowledge sharing, resource mobilisation and joint implementation of development initiatives.

A key dimension of this engagement was the expansion of WUA's international academic and research networks through Memoranda of Understanding (MoUs) and institutional cooperation arrangements. During 2025, the University signed research collaboration MoUs with the Royal Agricultural University (United Kingdom) and Welwitchia University (Namibia). These partnerships created a framework for strengthening academic cooperation, facilitating joint research, promoting knowledge exchange and exploring opportunities for staff and student collaboration. Engagement with the Royal Agricultural University is particularly relevant to agricultural research, sustainable food systems, innovation and rural development, while the partnership with Welwitchia University provides opportunities for regional

academic networking, research cooperation and the exchange of institutional experiences within the African higher education sector.



WUA also advanced engagement with international development and humanitarian organisations, including AMREF Health Africa (Kenya) and the Hope Education Foundation. These engagements reflected the University's interest in strengthening partnerships beyond traditional university-to-university agreements, particularly in areas where academic expertise can contribute to health, education, gender equality and community development. Collaboration with AMREF offers potential opportunities for engagement in public health research, health professional training, community health interventions and capacity development. Similarly, engagement with the Hope Education Foundation provides opportunities to explore cooperation in educational development, access to learning opportunities and initiatives supporting vulnerable communities. These relationships illustrate the importance of partnerships between higher education institutions and development organisations in connecting academic research and professional training with practical development needs. For reporting purposes, these should be described as developing or advanced partnerships unless formal agreements and jointly implemented activities are confirmed.

An important national partnership milestone during 2025 was WUA's engagement with the City of Harare, alongside the University of Zimbabwe and Arrupe Jesuit University, through a Memorandum of Understanding signed in November 2025. The agreement was intended to strengthen cooperation between the local authority and universities in addressing urban development challenges through research, innovation, professional training and the application of academic expertise to municipal service

delivery. These partnerships collectively demonstrate WUA's contribution to SDG 17, particularly Target 17.16, which calls for enhancing global partnerships for sustainable development through the mobilisation of knowledge, expertise, technology and financial resources, and Target 17.17.



Dr Mataure at the MOU signing with City of Harare Mayor Jacob Mafume-Nov 2025

Women's University in Africa (WUA) strengthened its contribution to Sustainable Development Goal 17 (Partnerships for the Goals) through international student and staff mobility, cross-cultural academic exchanges and participation in global knowledge-sharing platforms. An important component of these efforts was the facilitation of a cultural exchange visit involving students from the University of Johannesburg (UJ), South Africa, to WUA. The exchange provided a platform for interaction between students from the two institutions, encouraging cross-cultural learning, institutional networking and the sharing of experiences relating to higher education and student life. Such exchanges expose students to different cultural perspectives, educational environments and social contexts, helping them develop intercultural communication, collaboration and global citizenship skills. For WUA, hosting international students also provided an opportunity to showcase Zimbabwean culture, the University's academic environment and its commitment to regional cooperation in higher education. The initiative contributed to strengthening people-to-people relations and promoting regional academic engagement within the Southern African Development Community (SADC).

WUA also supported international exposure through participation in the Study of the U.S. Institutes (SUSI) programme in Washington, DC. The SUSI programme provides opportunities for selected

international participants to engage with American academic institutions, leadership development initiatives, policy discussions and cultural exchange activities. WUA's participation in this programme created opportunities for international learning, exposure to different institutional practices and the development of professional networks. Such mobility initiatives enable participants to bring back knowledge, experiences and perspectives that can inform teaching, research, institutional leadership and international collaboration. They also contribute to strengthening educational and cultural relations between Zimbabwe and the United States.



In 2025 WUA establishment and implementation of its Alumni Engagement Lecture Series, launched on 31 July 2025. The initiative provided a structured platform for reconnecting the University with its global alumni community of more than 17,500+ graduates, while mobilising alumni expertise, professional networks and institutional relationships in support of education, research, mentorship and development. Through four editions of the lecture series during 2025, WUA created opportunities for alumni, academics, students, industry professionals and development practitioners to engage in discussions on contemporary development challenges and share professional experiences across different sectors. The lecture series also provided a mechanism for strengthening WUA's relationships with the private sector, government, civil society, development organisations and international professional networks. By inviting accomplished alumni and external experts to share their experiences and expertise, the University created opportunities for intergenerational knowledge transfer, professional mentorship, networking and the identification of potential areas of collaboration. Through this initiative, WUA contributed to SDG Target 17.16, which seeks to enhance global partnerships for sustainable development through the mobilisation and sharing of knowledge, expertise and resources. It also supports Target 17.17, which encourages effective partnerships between public, private-sector and civil society stakeholders.

4. Conclusion

The Women's University in Africa (WUA) reaffirms its position as a purpose-driven institution whose mission, strategy, teaching, research, innovation, community engagement, and governance are fundamentally aligned with the United Nations Sustainable Development Goals (SDGs). During the 2025 reporting period, the University demonstrated substantial progress in translating global sustainability commitments into measurable action, creating tangible benefits for students, communities, industry, government and society at large.

Across the reporting period, WUA made significant contributions to poverty reduction, food security, health promotion, quality education, gender equality, environmental stewardship, climate resilience, innovation, inclusive governance and international partnerships. These achievements were evidenced through community-centred initiatives such as the Love Gogo Campaign, the Food for Life Festival, health outreach programmes reaching vulnerable populations, climate-smart agricultural interventions at Helianth Farm, and targeted support mechanisms that expand opportunities for marginalised groups. These interventions demonstrate WUA's commitment to ensuring that higher education serves as a catalyst for social transformation and sustainable development.

As Africa's pioneering women-centred university, WUA continues to make a distinctive contribution to SDG 5 (Gender Equality) by addressing structural barriers that limit women's access to educational, economic and leadership opportunities. The University's enrolment profile, graduation outcomes, women-focused leadership development programmes, STEM outreach initiatives, gender-responsive infrastructure, and institutional culture collectively position WUA as a regional model for advancing gender-transformative higher education. Through these interventions, WUA is not merely educating women; it is producing leaders, innovators, entrepreneurs, researchers and change agents who are transforming communities and institutions across Africa.

The University's research agenda further reinforces its contribution to sustainable development. Through research addressing maternal and child health, food systems, climate resilience, water security, biodiversity conservation, gender equality, innovation, governance, and community development, WUA continues to generate contextually relevant knowledge that informs policy, strengthens evidence-based decision-making, and contributes practical solutions to national and continental challenges. The growing research culture, supported by strengthened academic capacity and innovation ecosystems, demonstrates WUA's commitment to becoming a leading producer of transformative African knowledge.

WUA's sustainability journey is also reflected in its operational practices. Investments in renewable energy, water conservation, digital transformation, responsible procurement, sustainable agriculture and environmentally responsible campus management illustrate the institution's commitment to reducing its environmental footprint while building resilience against future social, economic and climate challenges. These initiatives exemplify how universities can integrate sustainability into institutional operations while simultaneously creating learning opportunities for students and communities.

The University's expanding network of regional and international partnerships further underscores its growing influence within the global higher education landscape. Strategic collaborations with universities, development agencies, government institutions, industry partners and international organisations have strengthened WUA's capacity to mobilise knowledge, resources and expertise in

support of sustainable development. These partnerships reflect the University's recognition that achieving the SDGs requires collective action, innovation and shared responsibility across sectors and borders.

Most importantly, the 2025 SDG Performance Report affirms that WUA's contribution extends well beyond the classroom. The University continues to serve as an anchor institution for inclusive development by empowering women and girls, strengthening communities, promoting social justice, advancing environmental sustainability, and fostering transformative leadership. Through its integrated approach to teaching, research, innovation and community engagement, WUA contributes directly to Zimbabwe's National Development Strategy, the African Union Agenda 2063, and the global 2030 Agenda for Sustainable Development.

Looking ahead, WUA remains committed to deepening its contribution to the SDGs by strengthening impact measurement systems, expanding sustainability-focused research, increasing community engagement, enhancing internationalisation, promoting climate-resilient development, and accelerating innovation-driven solutions to societal challenges. The University will continue advancing evidence-based interventions that create lasting social, economic and environmental value while preparing graduates who possess the knowledge, skills and values necessary to lead sustainable development in Africa and beyond.

The 2025 reporting year demonstrates that the Women's University in Africa is not only a participant in the global sustainable development agenda, but an active contributor, convener, and catalyst for transformative change. Through empowered women, inclusive education, impactful research, responsible stewardship and strategic partnerships, WUA continues to fulfil its vision of transforming Africa through knowledge, innovation and sustainable development.