

## **Comparative Overview of Solar Engineering Education in Zimbabwe: Short-term and Blended Training**

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### **Abstract**

Zimbabwe's adoption of renewable energy technologies has led to a surge in demand for skilled personnel in the renewable energy sector. This work is a policy-oriented discussion with resource implications on two training schemes that contribute to addressing the skills gap in solar energy education. Short-term related training programs in solar engineering, such as those offered by universities, polytechnics, and vocational training centers, offer immediate technical skills but lack depth. Blended training, which emphasizes practical experience and project-based learning, has successfully produced skilled artisans with holistic knowledge in traditional engineering disciplines. However, this blended training system is yet to be adapted for training solar engineering professionals in polytechnics and vocational training centers. This has exposed critical gaps in training frameworks and the adaptability required to prepare workers for the renewable energy transition. Addressing these gaps through flexible learning paths, strong academic-industry partnerships, modern curricula, and coordinated resource mobilization could improve training outcomes and contribute to a more skilled and sustainable workforce.