

The Government of the Kingdom of Swaziland

## Ministry of Education and Training



# THE SWAZILAND EDUCATION AND TRAINING SECTOR POLICY



April, 2011

MBABANE, SWAZILAND

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## FOREWORD

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The primary mandate of the Ministry of Education and Training is to provide access to relevant quality education at all levels of the education system to all learners in Swaziland; taking into account all issues of efficacy, equity and special needs. Realizing that education is the foundation and the main pillar of economic and social development and being cognisant of its core mandate, the Ministry of Education and Training continues to commit itself to providing accessible, affordable and relevant education of high quality. The Ministry of Education and Training believes that by having an Education and Training Sector Policy to guide the operations of the Education Sector, it will be responding to its core business; and contributing to the achievement of the country's long-term vision of ensuring that Swaziland is among the top 10% of the medium development group of countries founded on the sustainable economic development, social justice and political stability, as articulated in the country's National Development Strategy (NDS) Vision 2022.

The 2011 National Education and Training Sector Policy is the first document in the country to holistically address education and training issues. Since Swaziland attained her independence, the Ministry of Education, currently known as the Ministry of Education and Training has used individual documents to guide this sector. The absence of a consolidated Education and Training Sector Policy document to address the education and training needs of this sector resulted in some departments and components operating as 'islands' and not 'talking' to each other as expected, thus leading to duplication of efforts and wastage of resources. This also led to the development of individual sub-sector policies which need to be aligned to the National Education and Training Sector Policy.

For some time the Education and Training Sector was guided by the 1999 Draft Education Policy which never graduated into a full policy document. With the development and completion of this Education and Training Sector Policy, the Ministry of Education and Training will be in a position to have one policy document that addresses all issues related to education and training in Swaziland. Through this policy document, stakeholders within this sector will be informed about the Education and Training sector components and the portfolio responsibilities of the Ministry of Education and Training.

The aim of the Ministry of Education and Training is to continuously engage all education and training sector stakeholders on all matters related to its mandate. Stakeholders are invited to familiarise themselves with this document and not hesitate to interact with the Education and Training Sector in providing constructive feedback with a view of improving the sector's performance.

The Education and Training Sector Policy shall be reviewed every five years to integrate and implement inputs from stakeholders. All comments, questions and inputs concerning the Education and Training Sector policy and all matters of this sector should be forwarded to the:

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## ACRONYMS

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<b>ABET</b>	Adult Basic Education and Training
<b>ADEA</b>	Association for the Development of Education in Africa
<b>AELL</b>	Adult Education and Life-Long Learning
<b>AGOA</b>	Africa Growth Opportunity Act
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ARH</b>	Adolescent and Reproductive Health
<b>ARV</b>	Antiretroviral
<b>ASER</b>	Age Specific Enrolment Rate
<b>BMP</b>	Basic Minimum Package
<b>CBET</b>	Competency Based Education and Training
<b>CCC</b>	Curriculum Coordinating Committee
<b>CCS</b>	Centre for Community Services
<b>CFS</b>	Child Friendly School
<b>CPD</b>	Continuing Professional Development
<b>DHS</b>	Demographic and Household Survey
<b>DIVT</b>	Directorate of Industrial and Vocational Training
<b>ECD</b>	Early Childhood Development
<b>ECCE</b>	Early Childhood Care and Education
<b>EDSEC</b>	Education Sector
<b>EFA</b>	Education for All
<b>EFAGMR</b>	Education for All Global Monitoring Report
<b>ESD</b>	Education for Sustainable Development
<b>ESSP</b>	Education Sector Strategic Plan
<b>ETSDS</b>	Education, Training and Skills Development Sector
<b>EU</b>	European Union
<b>GDP</b>	Gross Domestic Product
<b>GER</b>	Gross Enrolment Ratio
<b>GET</b>	General Education and Training
<b>GoS</b>	Government of the Kingdom of Swaziland
<b>HDI</b>	Human Development Index
<b>HE</b>	Higher Education
<b>HICC</b>	Health Information and Counseling Centre
<b>HRDS</b>	Human Resources Development Strategy
<b>HIV</b>	Human Immunodeficiency Virus
<b>HTMTP</b>	Head Teacher Management Training Program
<b>ICT</b>	Information Communication Technology
<b>IDE</b>	Institute of Distance Education
<b>IE</b>	Inclusive Education
<b>IGCSE</b>	International General Certification of Secondary Education
<b>INGO</b>	International Non-Governmental Organization

<b>INSET</b>	(Teacher) In-Service Education and Training
<b>IPD</b>	Institute for Policy Development
<b>IPGS</b>	Institute of Post Graduate Studies
<b>IRN</b>	Institutional Register of Needs
<b>ISCED</b>	International Standard Classification of Education
<b>IT</b>	Information Technology
<b>IVTB</b>	Industrial and Vocational Training Board
<b>JCE</b>	Junior Certificate of Education
<b>KAM</b>	Knowledge Assessment Methodology
<b>KI</b>	Knowledge Index
<b>LLL</b>	Life Long Learning
<b>MDGs</b>	The Millennium Development Goals
<b>MESA</b>	Mainstreaming Environment and Sustainability in African Universities
<b>MoET</b>	Ministry of Education and Training
<b>MoEE</b>	Ministry of Enterprise and Employment
<b>MoPS</b>	Ministry of Public Service
<b>MRDYA</b>	Ministry of Rural Development and Youth Affairs
<b>NCC</b>	National Curriculum Centre
<b>NCCU</b>	National Children's Coordinating Unit
<b>NDS</b>	National Development Strategy
<b>NER</b>	Net Enrolment Ratio
<b>NERCHA</b>	National Emergency Response Council on HIV and AIDS
<b>NGO</b>	Non-Governmental Organisation
<b>NICI</b>	National Information and Communications Infrastructure
<b>NOAS</b>	National Open Apprenticeship Scheme
<b>NQF</b>	National Qualification Framework
<b>NTQA</b>	National Training Qualification Authority
<b>NPE</b>	Non-formal Universal Primary Education
<b>OVC</b>	Orphans and Vulnerable Children
<b>PRESET</b>	(Teacher) Pre-Service Education and Training
<b>PRSAP</b>	Poverty Reduction Strategy Action Plan
<b>PSCE</b>	Primary School Certificate Examination
<b>PTA</b>	Parent Teacher Association
<b>REC</b>	Rural Education Centre
<b>REO</b>	Regional Education Officer
<b>RPL</b>	Recognition of Prior Learning
<b>SACMEQ</b>	Southern Africa Consortium for Monitoring Education Quality
<b>SCCS</b>	Schools as Centres of Care and Support
<b>SCOT</b>	Swaziland College of Technology
<b>SEN</b>	Special Education Needs
<b>SMC</b>	School Management Committee
<b>SPCE</b>	Swaziland Primary Certificate Examination
<b>SSA</b>	Sub-Saharan Africa



<b>STC</b>	Skills Training Centre
<b>STR</b>	Student Teacher Ratio
<b>SWATA</b>	Swaziland Training Authority
<b>TSC</b>	Teaching Service Commission
<b>TVET</b>	Technical and Vocational Education and Training
<b>TVETSD</b>	Technical and Vocational Education and Training Skills Development
<b>UNESCO</b>	United Nations Education Science and Culture Organization
<b>UNICEF</b>	United Nations Children Fund
<b>UNISWA</b>	University of Swaziland
<b>UFPE</b>	Universal Free Primary Education
<b>VET</b>	Vocational Education and Training
<b>VTC</b>	Vocational Training Centre
<b>WATSAN</b>	Water and Sanitation Facilities
<b>WFP</b>	World Food Program
<b>WHO</b>	World Health Organization

## POLICY TERMINOLOGY AND DEFINITIONS

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**ACCESS:** Access in the context of education implies not only the right to affordable education, but that every aspect of physical access to learning is addressed. It can be taken to mean the ability to enter any educational facility, for example a school and its classrooms, but also implies that this infrastructure is geographically close enough to the learner to facilitate his or her regular entry. It also implies that learning in this infrastructure is facilitated; that classrooms exist and are suitable for the process of teaching and learning; that the curriculum is appropriate to learner needs by level, age and gender; and that physical access is adequate to ensure the involvement of physically disabled learners.

**ASSESSMENT:** Assessment can be formative, which provides an understanding of *how* learners should be taught and *what* they should learn, or summative, in which the learning of learners is tracked and measured. Assessment should however be seen in the context of the education system and its characteristics in general, and in the context of the curriculum, teacher training and capacity, and other related service ratios and conditions in particular.

**BASIC EDUCATION:** For purposes of this document, Basic Education refers to the first ten (10) grades or stages of schooling which comprises of primary education (first stage of basic education) and lower secondary education (second stage) the first 10 stages of general education.

**CAPACITY DEVELOPMENT:** Capacity development is the process through which people can acquire new or additional knowledge and skills in order to enhance their ability to identify problems, develop solutions and manage the implementation of these. Capacity development in education may take many forms but is usually facilitated by pre-service or in-service education and training, often leading to individual and institutional development.

**CURRICULUM:** Curriculum is all the learning experiences provided for learners in and out of schools. This may include the course of study, time tables, syllabus, and curriculum guidelines, learning materials, textbooks and assessment guidelines. The curriculum should be flexible to include life skills. In short, it is the corner-stone of any education system.

**DISABILITY:** Disability is an evolving concept which results from the interaction between persons with impairments, and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others (Convention on the Rights of Persons with Disabilities, 2006). Disability is seen as a socially created problem. It is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment.

**DISADVANTAGED:** This generally means those who are socially, geographically or economically sidelined or excluded from, for example, access to education. This group may include rural dwellers, girls and women, persons with disabilities and the poor. The disadvantaged require special attention in respect of equity, access, equality and protection – particularly from stigma and discrimination. Disadvantaged groups are those who have little or

no influence over their own education or welfare. As a result, they are often excluded from access and decision-making and may also be defined as marginalized.

**EARLY CHILDHOOD CARE AND EDUCATION (ECCE):** ECCE refers to a comprehensive approach to policies and programmes for children from birth to eight years, their parents and guardians. Its purpose is to protect the child rights to develop his/her full cognitive, emotional, social and physical potential which are promoted by proper care, early stimulation, proper socialisation and education. It is the stage where most of the brain is developed.

**EDUCATION FOR SUSTAINABLE DEVELOPMENT:** Sustainable development means seeking to meet the needs of the present without compromising those of future generations. Education for sustainable development (ESD) requires that nations and their peoples *learn* their way out of current social and environmental problems and *learn* to live sustainably. ESD aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions. The primary goal of ESD is to develop norms and values and change practices and lifestyles to ensure sustainable living. Thus ESD is an essential link in the poverty reduction, health, and environment protection chain.

**EQUITY:** Equity in education means that all learners are treated fairly, although not always equally and are entitled to the same level of provision and quality. It also implies that learners have a 'say' in their treatment, involving a consultative process between the parties involved. In an equitable education system, learners are treated individually on their merits.

**GENDER ANALYSIS:** Describes the collection and analysis of sex-disaggregated information. Men and women perform different roles and have different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

**GENDER:** Refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity). Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. It is based on women and men being full partners in their home, their community and their society. Gender equity is the process of being fair to men and women, which often requires that measures must be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

**IMPAIRMENT:** Impairment is a limitation in body function or structure that can result from the lack of enabling factors as well as the activity itself. The cause of an impairment can be congenital; birth-related (such as those from absence of proper pre- and post-natal interventions); arise from cultural practices (such as female genital mutilation); impairment in itself; complications during pregnancy and delivery; malnutrition (such as lack of vitamin A or

iodine); polio; measles; malaria; or the consequence of armed conflict, including wounds from conflict and the legacy of landmines, accidents and natural disasters.

**INCLUSIVE EDUCATION:** Inclusive education (IE) is concerned with the development and provision of quality education characterised by access and equity. It recognises that every learner is unique and should be treated equitably by the teachers and the system. IE aims to serve the needs of all learners and enable them to reach their full potential, and seeks to involve parents and communities in this process. An Inclusive Education system is defined as one that includes, and meets the needs of, all learners – whatever their gender, life circumstance, state of health, disability, stage of development, capacity to learn, level of achievement, financial or any other circumstance. IE also means that no child should be excluded from access to education.

**LIFE SKILLS:** Life skills are psychosocial competencies and capabilities that help to, deal with life events that affect us directly, better decide amongst life's opportunities, and take action and generate change in order to increase the likelihood of positive behaviors leading to enhanced health, higher level of participation and personal fulfillment. The wide spectrum of life skills can be broadly categorized under: cognitive life skills (for problem-solving and decision making); personal life skills (for agency freedom and commitment); inter-personal life skills (for building social capital).

**LIFE-LONG LEARNING:** Life-long learning implies a seamless learning system with real pathways into other education and training options and equal opportunities for all. It is linked to adult education and anchored in the national development strategy, global thinking on human capital development and the human resources development plan being drafted by the Ministry of Public Service (MoPS).

**MAINSTREAMING:** Mainstreaming in the context of EDSEC Policy refers to the integration of related issues in the main body of the Policy. This represents the consolidation of policy direction in a single instrument rather than the proliferation of multiple, sub-sector policies, which may lead to duplication and even confusion. Mainstreaming should facilitate effective policy implementation by limiting the introduction of separate, free-standing (sub-sector) policies and increasing the potential for mis-interpretation and conflict.

**QUALITY:** Quality (in education) may mean different things to different people, depending on their relative position as a provider or recipient of teaching and learning. There is international consensus that the best route to quality is the inclusive education approach. This assures learners of equitable treatment and aims to provide support, assessment, effective teaching, a relevant and appropriate curriculum and an accessible medium of instruction. However, access is only one element of this complex equation.

**SPECIAL EDUCATION NEEDS:** Learners with special education needs (SEN) are those who do not progress according to their potential because of barriers in their education, their homes and environment. However, *all* learners have special education needs but may only have such difficulties for limited periods of their education; thus this group may be larger and harder to define than expected. This requires special attention to every learner's needs, as recommended by the inclusive education approach, and should encompass all those learners who require

additional stimulation and resources. The concept of 'special needs' may therefore be somewhat redundant as every learner should in effect be mainstreamed into general education and training, as far as physically possible.

**TIME FRAMES: SHORT-, MEDIUM- AND LONG-:** For the purposes of this EDSEC Policy, short-term Policy objectives should be met within 1 to 2 years; medium-term Policy objectives should be met in 3 to 5 years; and long-term Policy objectives should be met in 6 to 10 years (unless otherwise stipulated).

# PREAMBLE

## Introduction

The Ministry of Education and Training's commitment to contribute positively to the attainment of the country's vision is strategically and succinctly expressed in its mission statement, which reads as: "*To provide relevant, quality and affordable education and training opportunities for the entire populace of the Kingdom of Swaziland in order to develop all positive aspects of life for self-reliance, social and economic development and global competitiveness*". The Ministry's vision amply expresses its demonstration of a re-invigorated strength and determination in developing policies, strategies and programmes aimed at ensuring that the rights of the child are respected and that commitments made at international, regional and national levels are duly observed. At the centre of the vision, which states; "*Attainment of equality in educational opportunities for all pupils of school going age and adults irrespective of their socio-economic backgrounds, with the ultimate goal of enhancing their productive capacity, thus improving the quality of their lives*", lies the quest and passion to reduce socio-economic inequalities, improve productivity and the overall quality of the life of the people of Swaziland through a well coordinated, defined and guided Education and Training Sector.

## The Education and Training Sector Policy Development Process

The development of the 2010 Swaziland Education and Training Sector (EDSEC) Policy builds on a lengthy and consultative process both inside and outside the Ministry of Education and Training (MoET). This process has its roots in two draft Policies developed in 2009, which were designed to lead to the replacement of Swaziland's 1999 Draft EDSEC Policy.

The 2009 draft Policies were considered and interrogated at a MoET review workshop in May 2010. This initial workshop involved representatives of every MoET sub-sector and was designed to facilitate a convergence of views within the MoET before consigning the draft EDSEC Policy to a wider and more inclusive circle of interest groups and stakeholders for their comments and inputs. The commitment to a consultative process of Policy development confirmed the MoET's determination to ensure the introduction of a comprehensive guiding document that meets the needs and aspirations of every Swazi citizen, as well as the stakeholder groups that represented them. The May 2010 workshop provided the opportunity to reflect on the importance and function of EDSEC Policy and led to the introduction of a comprehensive set of sub-sector inputs. These inputs added considerable value to the draft (EDSEC Policy #1 of 2010) and ensured that sub-sector interests were acknowledged and addressed. This reflective process also ensured that the policy goals and objectives of every EDSEC sub-sector were addressed and established practical guidelines for the strategic planning of Policy implementation.

In a parallel process, the MoET, in association with the World Bank, produced a detailed analysis of Swaziland's education sector, entitled *The Education System in Swaziland: Training and Skills Development for Shared Growth and Competitiveness* (in this document further referred as *2009 Report*). This defining document provided an important underpinning for the draft EDSEC Policy of 2010, because it contained a set of recommendations for future EDSEC development which had already been considered and adopted by Cabinet (April 2010). This parallel development ensured considerable synergy between these recommendations and the thrust of this EDSEC Policy. In addition, the development of an *Education Sector Strategic Plan* (ESSP, April 2010) provided a detailed planning, costing and implementation framework, based on the adoption of the *2009 Report*, and served to confirm the commonality of the developing EDSEC agenda. Both the *2009 Report* and the *ESSP* served as key inputs to this Policy development process and acknowledgment is due to the MoET and World Bank team responsible. It is important to note the convergence in EDSEC Policy development and strategic planning activity in Swaziland, as this internal consistency effectively accelerated implementation and the attainment of EDSEC goals and objectives. The 2009 Report is found on line at [www.worldbank/newelibrary](http://www.worldbank/newelibrary).

The success of this linked process led to a second consultative workshop, with somewhat wider and more inclusive participation, held in August 2010. This workshop was preceded by a series of sub-sector working group meetings to review the draft EDSEC Policy #1 of 2010, in order to revise its content and structure and make fresh input where necessary. This review contributed to an unprecedented level of interrogation and consensus, and helped facilitate rich dialogue and effective workshop interaction. This second workshop also reviewed the *2009 Report* and *ESSP*, and advanced the process to a working consensus on almost every issue. Where new issues arose and required further input, the MoET established sub-sector working groups to develop responses.

By its conclusion, the August workshop agreed on the way forward which resulted in draft EDSEC #3 of 2010 by mid-September 2010. By November 2010 this draft was then submitted for the consideration and approval of the MoET; which then presented it to Cabinet for their input and approval as key stakeholders.

## **Overview of the Ministry of Education and Training's Activities**

Recognizing the key role of education and training in socio-economic development, the country has made and continues to make remarkable undertakings towards providing quality education to all its citizens at all levels through formal and non-formal approaches. It is intensifying its efforts in the implementation of equity and competitiveness driven reforms. At primary/basic school level, the Ministry of education and Training's objective is to expand participation, ensuring that all pupils, irrespective of their social or economic circumstances, have access to quality education. To this end, the Ministry continues to subsidize education through the provision of 'free' textbooks to all pupils at primary school level, physical infrastructure, facilities,

furniture and equipment, educational grants and subventions and the rolling-out of the Free Primary Education (FPE) programme.

At secondary/high school level, the Ministry of Education and Training continues to provide diversified curricula and increase the availability of space in order to enable pupils to exploit all opportunities available and transcend to higher levels of education upon graduation. Efforts towards construction of additional secondary/high schools, through external grant funding are at advanced stages and the Ministry continues to execute programmes aimed at providing infrastructure, teaching and learning materials, student support grants (i.e. Orphaned and Vulnerable Children) and other educational amenities at Secondary/High School Levels.

At post-secondary level, including tertiary level, the objective is to provide training programmes that are in line with the socio-economic needs of the country. The tertiary education sector remains the most challenging level to the Education and Training Sector's capacity to implement programmes that will reduce access gaps at general education levels due to their heavy reliance on Government funding. The potential of tertiary institutions to accumulate private or external funding for self-sustainability is not yet fully explored, and this has a negative impact on the sector's policy for improving access rates.

However, in its endeavor to extend educational opportunities to all, particularly at basic education level, the Ministry of Education and Training is making remarkable efforts to align itself with global, regional and national policy initiatives. At international level, efforts are made to attain the Education for All (EFA) targets and the Millennium Development Goals (MDGs). The aspirations of the EFA are covered by six goals namely: i) Expansion of Early Childhood Care and development; ii) Provision of free and compulsory primary education; iii) Promotion of acquiring of life skills for adolescents and youth; iv) Expansion of adult literacy; v) Elimination of gender disparities and; vi) Enhancement of educational quality. The Millennium Development declaration sets eight specific goals (MDGs) with specific targets. The fundamental aim of the Millennium declaration is the eradication of extreme poverty and improvement of social welfare. The MDGs place emphasis on attainment of Universal Primary Education and the promotion of gender equality and empowerment of women. Regional and national policies also place emphasis on attainment of accessible quality education that is relevant and affordable to all.

### **Ministry of Education and Training Portfolio Responsibilities**

In carrying out its mandate, the Ministry of Education and Training is charged with the under-listed portfolio responsibilities:

- Early Childhood Care Education
- Primary Education
- Junior and Senior Secondary Education
- Tertiary and Vocational education and Training
- University Education



- Teacher Training
- Special Education
- Adult and Non-Formal Education
- Open and Distance education
- In-Service Education and Training
- Inspectorate and Advisory Services
- Quality Assurance and Accreditation

In carrying out these responsibilities the following cross-cutting issues and responsibilities arise:

- Guidance and Psychological Services
- Curriculum Development
- Examinations and Assessment
- Management Information Systems
- Teaching Service Commission/Hiring and Management of Teachers
- International Relations

## **Quality of Education and Training**

The pursuit of improvement in education quality is one of the critical issues facing the Education and Training Sector. The sector is aware that expanding access without due consideration of quality is futile. Economic and social gains with expanding access will only be realized if quality of education and training is given priority attention. The primary determinants of education and training quality are:

- Teacher qualifications
- Teaching strategies
- Schools infrastructure
- Learning materials and schools equipment/facilities

In addressing the issue of quality education and training, the Ministry of Education and Training continues to provide schools with qualified teachers and to mount in-service courses to keep serving teachers abreast with the latest approaches in teaching. Recognizing the increasing demand for primary school teachers following the introduction of Free Primary education, the Ministry of Education and Training has increased enrolments at Ngwane Teacher Training College. Further, the Ministry of education and Training has also introduced the Primary Teachers' Diploma (PTD) programme at William Pitcher Teacher Training College in order to expand the training at primary school level. The Ministry of Education and Training continues to provide learning materials (Textbooks and Stationary at primary school level). In collaboration with the Ministry of Natural Resources and Energy, the Ministry of Public Works and Transport, the Ministry of education and Training continues to provide electricity to schools in rural areas with the view to improve pupils' learning outcomes and education relevance through the introduction of, among others, computer studies, and technical and vocational subjects.

Further, the box libraries provided by the Support to education and Training (SET) programme, which is funded by the European Union (EU) to all primary schools in the country, continues to improve children's reading and writing skills and further improve the quality of teaching and learning at this level and at higher level of education. The concept of School Development Plans and School Performance Reports, which is currently implemented in all schools under the Capitation Grant scheme, is also expanded to cover all schools in order to enhance management and performance levels in the schools.

The provision of school infrastructure such as classrooms, computer laboratories and science laboratories is also biased towards rural schools. The rural-bias is driven by a clear underlying rationale: to improve educational outcomes of schools in rural areas and to achieve equity in the provision of quality education. The Ministry of Education and Training wants to ensure that all schools that were previously disadvantaged and lacked the requisite infrastructure and facilities attract qualified teachers, are fully utilized and that the country benefits from the current favourable averages in teacher-pupil ratios.

### **Provision of Relevant Education and Training Programmes**

The Ministry of education and Training realizes that as the global economy rapidly changes and new technologies are introduced, more appropriately educated/trained human resources are required. The Ministry of Education and Training continues to recognize the importance of relevant education and skills in the transformation of the economy. To this end, efforts are made to broaden the curricula at general school level and to re-align programmes at post-secondary level. The University of Swaziland has reviewed the duration and relevance of some of its programmes. The Swaziland College of Technology (SCOT) has taken giant steps towards transforming the institution into a university, a step that will see it offering degree courses for the first time in the history of the country.

To ensure that the education offered at secondary school level is relevant and of high quality, the Ministry of Education and Training continues to make improvements on the newly introduced assessment and examination system – the International General Certificate of Secondary Education (IGCSE) and the Swaziland General Certificate in Secondary Education (SGCSE). The Examination Council of Swaziland (ECOS) has made tremendous progress towards fully reviewing and localizing this curriculum reform.

### **Education and Training Sector Policies and Legal Frameworks**

The Ministry of education and Training is continuing to put great effort in the development of policies and legal frameworks to guide this sector. As part of this effort, it has established the Technical and Vocational education and Training and Skills development (TVETSD) Task Team which yielded positive results in terms of the development of new policies and legal frameworks for the sector. The Technical and Vocational Education and Training (TVET) Policy and the Legal

framework to implement it are now in place; the TVETSD Policy has been finalized and approved and is now operational; the Council of Educators Bill has been developed and is now before Parliament. The National Qualifications Authority and Framework have been developed and are to be presented to Cabinet. The Guidelines for the establishment of the Registration of Private Education Institutions were developed and approved by Parliament. The review of the National Education Policy of 1999 is complete resulting into this 2011 Swaziland Education and Training Sector Policy document. The 2011 Swaziland Education and Training Sector Policy Document will inform the development strategies of other sub-sector policies which are currently in draft forms such as: the ECCD Policy, the Inclusive Education Policy, and the School Accounting Regulations and Procedures, and the Schools Committee Constitution, to name but a few.

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# 1. THE EDSEC POLICY CONTEXT

The Education and Training Sector (EDSEC) Policy exists in a national, regional and international context but is driven in the first instance by the legal framework of the Education Act and the national development goals presented in the Poverty Reduction Strategy Action Plan (PRSAP). The EDSEC Policy provides a strategic – and visionary – framework for the sector. It contextualizes and enables the many associated policy instruments required to operationalise the delivery and quality of teaching and learning, and in turn exists within the wider context of Vision 2022. Thus the inter-relationships of these and other guiding, planning and implementing documents – such as the Human Resources (HR) development plan being drafted by the Ministry of Public Service – constitute the policy architecture of Swaziland and confirm the central importance of a comprehensive and proactive EDSEC Policy.

The guiding Philosophy of the Education and Training Sector is to produce an enlightened and participant citizenry that has skills and knowledge to contribute positively to economic and social development. The sector believes that each learner is a unique individual who needs secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, spiritually, physically, and socially and that every learner has the potential to bring something unique and special in the world.

The Education and Training Sector goals are to empower people in Swaziland to:

- Think critically and analytically integrate and synthesize knowledge, and draw conclusions from complex material;
- Make sound ethical and value judgements based on the development of a personal value system, on an understanding of shared cultural heritage, and knowledge of past successes, failures, and consequences of individual roles and societal choices;
- Understand and appreciate the cultural diversity and live responsibly in an interdependent world;
- Acquire a base of knowledge common to educated persons and the capacity to expand that base over their lifetime;
- Communicate effectively in written, oral, and symbolic form;
- Understand the natural and physical world, the process by which scientific concepts are developed and modified;
- Appreciate the fine and performing arts;
- Develop technical, mathematical and quantitative skills necessary of calculation, analysis and problem solving;
- Understand the principles essential for continual mental and physical well-being.
- Engender a sense of civic mindedness and to foster the skills necessary to participate effectively in a democratic society that reflects the socio-cultural context of Swaziland.
- Take advantage of opportunities for lifelong learning with creative minds.
- Develop the intellectual, moral, aesthetic, emotional, physical and practical capacities.

- Be equipped with capacities needed to shape and adapt to a fast changing, complex and uncertain socio-economic environment.

EDSEC Policy reflects a series of commitments, not least to inclusive, life-long learning, but is aligned to regional protocols on education and training espoused by the Southern Africa Development Community (SADC) and the National Qualifications Frameworks (NQFs). It is also aligned to international contexts and reflect Swaziland's agreement to the many agreements and conventions that shape and direct international education development, including a commitment to Education for All (EFA) and the Millennium Development Goals (MDGs).

EDSEC Policy provides an institutional and strategic context for policy implementation and enforcement. It calls for regular updating of linked instruments such as the Education Act of 1981, the Training Bill, the Higher Education Act and the *Guide to School Regulations*, to ensure their synergy and alignment. Most importantly, EDSEC Policy provides strategic guidance and identifies indicators for the monitoring and reporting of policy implementation at every level. This strategic direction is closely aligned with the recommendations made in the Ministry of Education and Training's (MoET's) 2009 *Report*, approved by Cabinet in April 2010, and is integrated in a comprehensive, short-, medium- and long-term EDSEC Strategic Plan.

EDSEC Policy is regarded as a practical, guiding instrument designed to empower every individual and interest group in the sector. It provides an articulate vision for teaching and learning, and identifies an over-arching goal and set of linked objectives – all combining to give direction to EDSEC and its sub-sectors. While every sub-sector must be addressed by the EDSEC Policy, a case may be made for the development of subsidiary policies for certain sub-sectors, where the need exists for greater articulation and guidance. Early Childhood Care and Education (ECCE), Technical and Vocational Education and Training and Skills Development (TVETSD) and Higher Education (HE) are examples of sub-sectors which may require the reinforcement of supplementary policy development.

However, the proliferation of parallel sub-sector policies for their own sake is avoided wherever possible. Most sub-sector issues are effectively addressed in concise EDSEC Policy, with the detail contained in strategic and operational planning. In the case of certain cross-cutting issues however, such as HIV and AIDS and OVC, it is increasingly clear that effective response management is better facilitated by mainstreaming action across the routine functions of the sector. This course is underpinned by growing evidence that separate, stand-alone policies and strategies have been counter-productive; this issue is addressed in some detail below.

Critically, EDSEC Policy addresses every level and sub-sector of the education and training continuum, from Early Childhood Care and Education (ECCE) to Higher Education (HE), non-formal and continuing education. Not only does this reflect Swaziland's commitment to inclusive, life-long learning, but it draws attention to issues of access, quality, equity, relevance, efficiency and delivery. EDSEC Policy proceeds from a principled position to ensure the sustained

implementation of a transformative strategy to make Swaziland a key regional provider of skilled human resources and, as a consequence, internationally competitive.

These intentions imply the need for major change to the design, management, monitoring and reporting of education and training delivery. EDSEC Policy is clear and direct: It articulates *what* is required in order for its goals and objectives to be achieved – not *how* this should be done. For this reason, brevity in EDSEC Policy is of great essence: It is comprehensible and accessible to every stakeholder and makes clear what is expected of everyone involved in the sector, in respect of their rights, roles and responsibilities.

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## 2. POLICY MISSION AND GOAL

Every nation must have a guiding vision to inspire its education and training sector. Thus the Mission outlined below reflects the duty or purpose of EDSEC to fulfill such a vision and addresses the practical mechanisms required to achieve this. The overarching Policy Goal is a broader statement of intent and contextualises the sub-sector objectives detailed in this Policy.

### 2.1 EDSEC POLICY MISSION

*To ensure equitable access to inclusive, life-long quality education and training for all Swazi citizens, through the sustained implementation and resourcing of a comprehensive Education and Training Policy.*

### 2.2 EDSEC POLICY GOAL

*The provision of an equitable and inclusive education system that affords all learners access to free and compulsory basic education and Senior Secondary education of real quality, followed by the opportunity to continue with life-long education and training, so enhancing their personal development and contributing to Swaziland's cultural development, socio-economic growth and global competitiveness.*

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### 3. GUIDING PRINCIPLES

The principles that guide this policy are in accordance with international and regional conventions, national laws, policies, guidelines and regulations. In particular, the principles take into consideration Swaziland's Constitution, PRASP, Vision 2022, gender issues, learners with special needs and recognize the universality of human rights. These cross-cutting principles should be stated as absolutes and include:

- ***Access to Education and Training.*** Every Swazi citizen has the right to education and training appropriate to their age and needs, including the provision of free and compulsory basic education.
  - ***Equality and Protection.*** Every Swazi citizen has equal rights, opportunities and responsibilities and shall be protected from all forms of stigma and discrimination, including those based on faith, culture, gender, disability, orphanhood, economic vulnerability or HIV status.
  - ***Relevance and Quality of Education and Training.*** All education and training shall be of appropriate quality and relevant to the socio-economic and cultural needs of Swaziland and its citizens.
  - ***Affordability and Participation.*** No Swazi citizen shall be excluded from age-appropriate formal and non-formal quality education and training because of its cost.
  - ***Partnerships.*** The Ministry of Education and Training shall be responsible and accountable for the implementation of this policy but shall at all times seek to develop effective national, regional and international partnerships to enhance and ensure the success of the implementation process.
  - ***Mainstreaming Disaster and Development Phenomena.*** Every officer of the Ministry of Education and Training shall be responsible for integrating disaster and development phenomena such as, but not limited to, HIV/AIDS, Gender, Inclusion and Education for Sustainable Development and response strategies into their routine functions, roles and responsibilities.
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## 4. SCOPE OF POLICY APPLICATION

The Swaziland Education and Training Sector Policy applies to all learners, teachers, employees, managers and other providers of education and training in all public and private, formal and non-formal learning institutions, at all levels of the education system in the Kingdom of Swaziland. However, the free basic education applies only to all public schools.

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## 5. MAINSTREAMING

- 5.1 A number of important cross-cutting issues must be effectively integrated, or mainstreamed, into the body of this EDSEC Policy to ensure they are comprehensively addressed, monitored and reported. For the purpose of this EDSEC Policy therefore, mainstreaming refers to the integration of related issues in the main body of the Policy. This represents the consolidation of Policy direction in a single instrument rather than the proliferation of multiple, sub-sector policies, which could lead to duplication and even confusion.
  - 5.2 This mainstreaming approach therefore eliminates the need for separate, free-standing policies for such issues as HIV and AIDS, Schools as Centres of Care and Support (SCCS), or Inclusive education. In principle, this means that attention to these issues, and the management of response to them, will be a routine function of the MoET at every level. Therefore, all Departments of the Ministry of Education and Training, Employment Agents for the Ministry of Education and Training and Learning Institutions shall uphold this policy and have responsibility for the management of these issues.
  - 5.3 Although mainstreaming of social issues may be expanded, depending on the need in the future, this policy will concentrate on HIV and AIDS, Schools as Centres of Care and Support (SCCS) or Inclusive Education and these issues are detailed in Section 7 below as Sector-Wide policies.
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## 6. SECTOR WIDE POLICY ISSUES

### 6.1 HIV AND AIDS

#### 6.1.1 HIV And AIDS Policy Rationale

Swaziland lies at the epicentre of the southern African HIV and AIDS pandemic, with a very high HIV-prevalence rate which currently stands at 26% (DHS – Demographic & Health Survey, 2006 – 2007, Central Statistics Office; Government of Swaziland). This implies that almost everyone in the country will be affected to some extent. According to these sources over a quarter of all 15 to 49 year-olds are infected, a rate which directly and indirectly impacts teaching, learning and the wider education community. Given this impact on the supply of education and demand for it, HIV and AIDS represent a major problem for education and require a sustained and systemic response. HIV and AIDS are also reinforcing deep gender disparities in education: In high-prevalence Southern African countries, such as Swaziland, HIV infection rates for girls and young women aged 15 to 24 are more than 1.8 times the rate of men in the same age-group.

The Policy therefore requires that these issues be mainstreamed in the routine business of the MoET and every aspect of response, by sub-sector, be detailed both in this Policy and in the time-bound Education Sector Strategic Plan (ESSP). Responsibility for this response will apply to *all* learners, teachers, employees, managers and other providers of education and training in all public and private, formal and non-formal learning institutions, at all levels of the education system in the Kingdom of Swaziland.

#### 6.1.2 HIV And AIDS Policy Goal

To prevent the further spread of the epidemic, ensure equitable access to treatment, care and support services and reduce the impact of HIV and AIDS on education through the mainstreaming of a comprehensive response strategy at every level of EDSEC.

#### 6.1.3 HIV And AIDS Policy Objectives

- To facilitate a safe and enabling environment in which a comprehensive response to HIV and AIDS is facilitated by consistent endorsement and leadership support at every level.
- To ensure provision of age-appropriate, evidence-based and comprehensive knowledge and information on HIV and AIDS and life-skills to help prevent further HIV infection.
- To ensure access to treatment, care and support for all infected and affected individuals in EDSEC.

- To ensure a workplace characterized by non-discriminatory labour practices, sensitivity and responsiveness to HIV and AIDS, free of risk and stigma for all education sector employees and learners.

## **6.1.4 HIV and AIDS Strategic Framework**

### **6.1.4.1 In the Short-Term, to:**

- Provide advocacy and leadership to support the HIV and AIDS response and reinforce policy implementation.
- Ensure open access to clear, age-appropriate, evidence-based and comprehensible information on HIV and AIDS to raise awareness and inform prevention.
- Develop and integrate HIV prevention knowledge and skills through life skills-based education as a compulsory component of the curriculum.
- Review and amend all human resource (HR) management policies and practices at all levels of the education system to address and accommodate relevant HIV and AIDS issues.
- Make age appropriate HIV testing and counselling (HTC) as well as reproductive health services and protective devices available to everyone in EDSEC.
- Ensure that the learning environment at every level is safe and health-promoting.
- Ensure school and institutional flexibility in accommodating the needs of vulnerable or needy children.

### **6.1.4.2 In the Medium- to Long-Term, to:**

- Promote and support the delivery of treatment, care and support services to learners, teachers and other employees.
- Facilitate access to holistic care and support in all EDSEC workplaces for employees living with HIV, to ensure their continued employment for as long as possible.
- Strengthen guidance, counselling and psycho-social support for learners, teachers and other employees, including those infected and affected by HIV and AIDS.
- Regularly monitor OVC numbers and identify and respond to their needs.
- Establish and maintain HIV and AIDS safe workplaces at all levels of the education system.
- Protect every learner, teacher, manager or official in EDSEC, including those with special educational needs and the challenged, from all forms of sexual abuse, including harassment, sexual molestation, sexual exploitation and rape.
- Regularly review and revise EDSEC Policy on HIV and AIDS response.

## **6.2 SCHOOLS AS CENTRES OF CARE AND SUPPORT (SCCS)**

### **6.2.1 SCCS Background**

SCCS is a rights-based concept that promotes child-friendly education systems and schools. It is an inclusive strategy, which aims to promote healthy, protective and secure learning environments, accommodating all learners, thus acting in the interests of the 'whole' child.

### **6.2.2 SCCS Policy Rationale**

In response to the impact of the HIV and AIDS pandemic, drought, violence and food insecurity and any other emerging disasters, which together act as barriers to quality teaching and learning and the promotion of healthy lifestyle to pupils, the MoET will implement SCCS which seeks to ensure that every school in Swaziland delivers child-centred, quality teaching and learning – including the promotion of physical education activities; and provides care, support and protection to every child, with the active involvement of parents, community and stakeholders, in order for quality teaching and learning to take place.

### **6.2.3 SCCS Policy Goal**

To reduce the impact of poverty and HIV and AIDS and any other emerging disaster on children, their schools and communities, by creating environments that are friendly, healthy, safe and conducive for learning.

### **6.2.4 SCCS Policy Objective**

To implement an inclusive, integrated school-based model of care and support in public and private schools in Swaziland, to cater for the essential service needs of all learners, particularly those who are orphaned and vulnerable.

### **6.2.5 SCCS Strategic Framework**

#### **6.2.5.1 In the Short- to Medium-Term, to:**

- To build capacity in 360 schools.
- To develop SCCS standards including SCCS service pillars.
- To facilitate development of school policies in line with SCCS concept.
- To facilitate development/review of school development plans in coherence with SCCS concept.
- To conduct SCCS advocacy for MoET senior management and partners.
- To ensure provision of services in line with SCCS minimum standards in the following pillars:
  - Water and Sanitation facilities in 360 schools
  - Provide psychosocial support services in 360 schools
  - Provide physical education in 360 schools
  - Provide life skills education in 360 schools

- Provide health services in 600 schools
- Provide safety and protection services in 360 school

#### **6.2.5.2 In the medium-term to:**

- Advocate for SCCS at school and community level
- To ensure provision of services in line with SCCS standards in the following pillars:
  - Water and Sanitation facilities in all remaining schools
  - Provide psychosocial support services in all remaining schools
  - Provide physical education in all remaining schools
  - Provide life skills education in all remaining schools
  - Provide food security services in 360 schools
  - Provide quality education services in 360 schools
- To conduct formative research on SCCS
- To build capacity for school level structures in all remaining schools
- To ensure continuous monitoring and evaluation
- To ensure development of school development plans in all Secondary schools.

#### **6.2.5.3 In the long-term to:**

- To conduct evaluative study on SCCS
- To conduct SCCS advocacy at national level
- To ensure continuous monitoring and evaluation
- To ensure provision of quality education as per SCCS standards

### **6.3 INCLUSIVE EDUCATION**

#### **6.3.1 Inclusive Education Policy Rationale**

Inclusive Education (IE) is a policy approach that includes, and meets the needs of all learners – whatever their gender, life circumstance, state of health, disability, stage of development, capacity to learn, level of achievement, financial or any other circumstance. It enables schools to serve and welcome *all* learners. IE is rooted in the basic human right to education and shares many of the goals and approaches of the EFA movement. As a cross-cutting approach, IE should inform and guide the sub-sector policy goals and strategies which follow, and provides a principled guiding framework for the planning and coordination of EDSEC Policy at every level. IE adds dimension to sub-sector policy goals and strategies and should be seen as an overarching checklist for strategic planning and implementation.

#### **6.3.2 Inclusive Education Policy Goal**

To mainstream relevant, quality education for every learner, irrespective of gender, life circumstances, health status, disability, impairment, capacity to learn, level of achievement, financial status, or any other limiting circumstance.

### **6.3.3 Inclusive Education Policy Objectives**

- To assure every learner in Swaziland of meaningful participation and achievement in the teaching and learning process.
- To ensure that:
  - every child is entitled to enroll in a school near to where he/she lives;
  - no child shall be denied access to education at any level on the basis of disability;
  - the education system accepts difference, exercises no discrimination and respects the individuality of each child;
  - all attitudinal and physical barriers to inclusive education shall be removed in public, private and other schools and institutions;
  - all education and training facilities shall be improved to meet the individual needs of learners experiencing barriers to learning and participation; and
  - Sufficient financial, physical and human resources are provided to educate every child, whatever their life circumstances.

### **6.3.4 Inclusive Education Strategic Framework**

#### **6.3.4.1 In the Short-Term, to:**

- Advocate for implementation of inclusive education in every sub-sector and at all levels of the system.
- Promote ethics and culture that celebrate and respect differences amongst learners.
- Develop and sustain an effective monitoring & evaluation (M&E) system to ensure policy compliance and regular reporting.

#### **6.3.4.2 In the Medium- to Long-Term, to:**

- Develop and facilitate capacity building programmes for teachers, including pre-service (PRESET) and in-service (INSET).
- Ensure availability of an appropriate and relevant curriculum which accommodates the needs of every learner at every level.
- Provide specialized staff to ensure meaningful participation of learners with special needs

#### **6.3.4.3 In the Long-Term, to:**

- Ensure relevant teaching and learning materials are available for every learner, at every level.
- Regulate and ensure that educational facilities are user-friendly for every learner.

## **6.4 CURRICULUM DEVELOPMENT**

### **6.4.1 Curriculum Development Policy Rationale**

The curriculum provides the guiding framework within which coherent, quality teaching and learning is delivered. It provides practical guidelines for content, materials, teaching and assessment methods designed to achieve desired learning outcomes. Curriculum development is the cornerstone of an effective education system and must be in balance with teacher education and the expertise of professionals as well as supply of resources. It must be responsive to changing goals and needs and so must be reviewed from time to time by an inclusive group of educationists and stakeholders to ensure its relevance and concurrence. It should also pay attention to issues of assessment and be cognisant of emerging EDSEC issues, such as, but not limited to, education for sustainable development (ESD). It should also pay attention to issues of the standardisation of assessment to obviate arbitrary decision-making at various levels and in different institutions.

### **6.4.2 Curriculum Development Policy Goal**

To provide a coherent, balanced and concise framework and to develop the curriculum and instructional materials to be used in schools, so as to improve the quality, relevance, accessibility, affordability, equity and efficiency of education.

### **6.4.3 Curriculum Development Policy Objectives**

- To centrally and systematically coordinate curriculum development activities for the school system.
- To periodically review emerging developmental issues including, but not limited to, ESD, ICT, HIV and AIDS, the environment, corruption, gender and other related human rights issues.
- To adopt a competency-based approach in the curriculum to reflect the aspirations, developmental priorities and needs of society as well as national development goals of Swaziland in its curriculum.
- To meet the diverse needs of learners, including those experiencing barriers to learning and participation, and the provision of vocational alternatives such as, but not limited to Visual Arts; Performing Arts; Culture; Entrepreneurship, etc as a matter of choice.
- Continually conduct research to ensure appropriateness and relevance of the curriculum
- Provide a child-centred inclusive curriculum for the school system
- To redesign report cards to reflect skills and competencies and inform other instruments for communicating learning progress.
- Provide guidance to MOET on issues of curriculum



## **6.4.4 Curriculum Development Strategic Framework**

### **6.4.4.1 In the Short-Term, to:**

- Structure and rationalise the general education and training (GET) curriculum into core subjects and electives curriculum, and allocate time per subject in line with a competency-based education approach.
- Develop vocational alternatives subject curriculum such as, but not limited to Visual Arts; Performing Arts; Culture; Entrepreneurship; etc. to meet the diverse needs of learners, including those experiencing barriers to learning and participation in GET.
- Develop GET curriculum development guidelines (e.g. the textbook policy) to direct design, provision, management and utilisation of instructional materials.
- Review the Pre-Vocational Studies curriculum to be in line with the TVET policy requirements
- Review competency-based standards for all school levels and groups.
- Develop a curriculum framework for all school levels and orient stakeholders on new curricula.
- Develop and introduce an articulated ECCE curriculum to ensure the harmonised provision of standardised, quality ECCE services and introduction to age-appropriate life skills.
- Develop and adopt a School Readiness Programme, including the development of early learning development standards.
- Procure sufficient textbooks, teaching and learning materials to meet the needs of all learners in public secondary schools at a target ratio of 1 textbook per subject per learner.

### **6.4.4.2 In the Medium-Term, to:**

- Develop and revise instructional materials to conform to the curriculum framework and appropriate medium of instruction requirements as well as changing needs of society.
- Develop guidelines and promotional materials for all emerging issues.
- Incorporate emerging issues including entrepreneurship into existing programmes.
- Integrate life skills, ARH, HIV and AIDS and STIs and any other disasters into the school curriculum as a compulsory component of the curriculum
- Strengthen Continuous Assessment to reflect set skills and competencies.
- Redesign learner report cards to reflect set skills and competencies.
- Develop and offer ICT as a primary and secondary school programme.
- Carry out research to enhance curriculum development
- Plan for and provide adequate and appropriate teaching and learning materials to accommodate all children in all public schools with a grade 0.

- Review the secondary system of education to ascertain its relevance to the needs of a knowledge and skills-driven society and ensure the availability of opportunities for learners to participate in diversified curricular activities which promote all aspects of human development.
- Review the secondary system of education to ascertain its relevance to the needs of a knowledge and skills-driven society and ensure the availability of opportunities for learners to participate in diversified curricular activities which promote all aspects of human development.

#### **6.4.4.3 In the Long-Term, to:**

- Review standards, curriculum and instructional materials at least every five years.
- Develop Physical Education and Sport curriculum materials as a secondary school subject.
- Develop Portuguese language curriculum materials as a secondary school subject.
- Develop and present for adoption to relevant stakeholders a School Readiness Programme.

## **6.5 EDUCATION GUIDANCE & AND PSYCHOSOCIAL SERVICES**

### **6.5.1 Education Guidance & Psychosocial Services Policy Rationale**

The MoET is mandated to assist in the holistic development of children to help ensure that they survive to adulthood and develop into responsible adults with the capacity to contribute positively to the socio-economic growth of Swaziland. This requires pursuit of an articulate policy goal, and clear and achievable policy objectives. Most importantly, in the AIDS-era, guidance and counseling can no longer be seen as issues external to the business of teaching, but as central pillars of classroom activity and support. For this reason, all new teachers in training should be required to study guidance and counseling as a compulsory and examinable pre-service training (PRESET) subject, with continuing study for all teachers via in-service (INSET) programmes, throughout their careers.

### **6.5.2 Guidance & Counselling Policy Goal**

To ensure the holistic development, survival and safe transition to adulthood for learners at all levels of the formal and non-formal education system.

### **6.5.3 Guidance & Counseling Policy Objectives**

- To ensure that all teachers are fully and recurrently capacitated on issues of counselling, guidance, health, psychosocial support, life skills, ARH, HIV and AIDS, STIs awareness and prevention, through compulsory and examinable PRESET and INSET training.

- To ensure that an enabling and protective environment exists within all schools, using the SCCS Framework, supportive structures and dedicated counselling rooms.

## **6.5.4 Guidance & Counseling Strategic Framework**

### **6.5.4.1 In the Short-Term, to:**

- Make guidance and counselling programmes compulsory as a stand-alone and examinable subject at all levels of the teacher education system.
- Build the skills and capacity of existing teachers through compulsory INSET.
- Create and build the skills and capacity of new teachers through compulsory and examinable PRESET.
- Develop and provide appropriate resource, (teaching and learning materials) which are evidence-based, sex- and age-appropriate and address learners' special needs.
- To conduct Guidance programme audit in primary schools curriculum.

### **6.5.4.2 In the Medium-Term, to:**

- Facilitate the establishment of dedicated counselling rooms in every school.
- Coordinate all school-based ARH, HIV and AIDS and STIs prevention programmes implemented by NGOs, CBOs or FBOs.
- Strengthen linkages with other sub-sectors mandated with the welfare of children.
- Advocate for the reduction of Guidance Teachers' subject teaching loads to accommodate guidance teaching periods.
- Ensure *every* teacher in service has received a minimum of one compulsory tutorial on guidance and counselling.

### **6.5.4.3 In the Long-Term, to:**

- Establish full-time guidance teacher posts.
- Establish Guidance Resource Centres at Headquarters and Regional centres.
- Provide guidance to the MoET and Ministry of Labour and Social security on priority areas of study for scholarship awards.
- Ensure the continuing, recurrent training of guidance teachers and counsellors to improve their professionalism and skills.

## **6.6 ORPHANS & VULNERABLE CHILDREN**

### **6.6.1 OVC Policy Rationale**

The incidence of orphaning and vulnerability has long been a feature of the education system, but has grown dramatically in scale since the advent of the HIV and AIDS pandemic. Responsibility for the problem is multi-Sectoral and also involves many NGOs, CBOs and FBOs. Within the social sector, EDSEC is best placed to measure and monitor the incidence of OVC and indeed capture detailed personal data to support the social sector's response. Apart from this

vital role, EDSEC must ensure that it plays its part in facilitating the inclusion, protection and retention of OVC in the schooling and learning process.

### **6.6.2 OVC Policy Goal**

To identify and monitor the number of OVC and other educationally stigmatized or marginalized learners at every level of the education system and share relevant data with other support ministries and agencies in the social sector, to help coordinate a comprehensive programme for OVC protection and cognitive, emotional and social development.

### **6.6.3 OVC Policy Objectives**

- To identify, register and track all orphaned, vulnerable and other educationally stigmatized or marginalized learners in every school and educational institution.
- To mobilize comprehensive multi-Sectoral support for these learners through the proactive sharing of school and institutional records.
- To ensure that all orphaned, vulnerable and other educationally stigmatized or marginalized learners are able to continue with, and complete, their education, within the capacity and resources of schools and educational institutions concerned.
- To accommodate educational needs of orphaned, vulnerable, or other educationally stigmatized or marginalized learners through flexible design and scheduling of classes and programmes.

### **6.6.4 OVC Strategic Framework**

#### **6.6.4.1**

**In the**

#### **Short-Term, to:**

- Establish a Multi-Sectoral OVC Task Team, including the NCCU, Department of Social Welfare and non-government agencies and service providers, to coordinate the social sector OVC response and confirm the role and Sectoral responsibilities of the MoET in this response.
- Establish a MoET OVC working group to focus on EDSEC strategies and activities to support the participation and retention of all orphaned, vulnerable and other educationally stigmatized or marginalized learners.
- Create a system and template for the annual capture of relevant, educational personal and family data on all orphaned, vulnerable and other educationally stigmatized or marginalized learners in all schools and educational institutions, in collaboration with the NCCU and the Department of Social Welfare.
- Ensure that these data are confidential but accessible to identified social-sector support ministries and agencies, to facilitate response and sustained intervention.

#### 6.6.4.2

In the

##### Medium-Term, to:

- Track the transition of all orphaned, vulnerable and other educationally stigmatized or marginalized learners in all schools and educational institutions, from each level of education and training to the next appropriate level.
- Design and schedule flexible classes and programmes to accommodate the needs of all orphaned, vulnerable and other educationally stigmatized or marginalized learners in all schools and educational institutions.
- Mobilize ECCE response to develop Early Childhood Care and Education programmes to cater for the needs of all orphaned, vulnerable and other educationally stigmatized or marginalized learners to compensate for any lack of care and support in the home environment.

## 6.7 EDUCATION FOR SUSTAINABLE DEVELOPMENT

### 6.7.1 ESD Policy Rationale

Sustainable development means seeking to meet the needs of the present generations without compromising those of future generations. It requires that nations and their peoples *learn* their way out of current social and environmental problems and learn to live sustainably. Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and it integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc. Education for sustainable development aims to help people to develop attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions. In 2005, the UN launched the Decade of Education for Sustainable Development (DESD), and March 2006, African Ministers of Education made a commitment to implement DESD. This commitment acknowledges that ESD “contributes to sustainable livelihoods and sustainable lifestyles, environmental sustainability, and health promotion and gender equality”. For sustainable development to be achieved in Swaziland, the education system needs to reflect a view of the world as a holistic socio-cultural, economic and ecological system, characterised by constant change. Thus ESD is an essential link in the poverty reduction, health, and environment protection chain.

### 6.7.2 ESD Policy Goal

The primary goal of ESD is to develop norms, values, change-practices and lifestyles to ensure sustainable living. Emphasis is placed on the development of so-called higher thinking skills and personal, social, and environmental competencies which should be mainstreamed in every function of the education and training system as well as the routine functions of the MoET.

### **6.7.3 ESD Policy Objectives**

#### **6.7.3.1 In the Short-Term, to:**

- Improve policy harmonization and commitment to the implementation of education for sustainable development at the regional and national level.
- Strengthen existing international, regional and national enabling mechanisms and cooperation for ESD that respect cultural diversity.

#### **6.7.3.2 In the Medium- to Long-Term, to:**

- Establish regional and country-level ESD committees and networks that strengthen local-national and national-global links and practice, and enhance North-South and South-South co-operation.
  - Broaden public awareness of the principles and practice of sustainable development, both at individual and group levels.
  - Promote an education system which enhances African culture and contributes to sustainable socio-economic development.
  - Strengthen the quality of education within the framework of sustainable development.
  - Mobilize resources and funding for ESD through its integration into national development policy and budgetary frameworks.
  - Consolidate and diversify partnerships with a focus on education for sustainable development.
  - Re-orient the education and training system to address sustainability concerns through coherent policies at national and local levels.
  - Ensure capacity at all levels for disaster risk reduction and emergency preparedness and response.
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## 7. GENERAL POLICY ISSUES

There are a number of general policy issues which are cross-cutting by definition and are of considerable educational, political and cultural importance. They are therefore of concern to parent, community and cultural groups and require definition to ensure that they are internally consistent with this Policy and other related instruments, including the Constitution of Swaziland. These issues include:

### 7.1 GENDER

The EDSEC does not encourage gender discrimination. This means that it strictly prohibits any distinction, exclusion or restriction which has the purpose of impairing or nullifying the recognition, enjoyment or exercise by any person of the educational rights and fundamental freedoms of a person or persons of any gender. It encourages gender equality which is the equal enjoyment of rights and access to opportunities and outcomes including resources by women, men, girls and boys. The policy therefore promotes gender mainstreaming in all its components of the EDSEC.

Gender mainstreaming is the process of identifying gender gaps (in the EDSEC) and making women's, men's, girls' and boys' concerns and experiences integral to the design, implementation, monitoring and evaluation of policies and programmes in all spheres of the EDSEC so that they benefit equally.

### 7.2 PROTECTION FROM VIOLENCE, ABUSE AND EXPLOITATION

Everyone in EDSEC has a responsibility to protect each other, and particularly children, including those with special educational needs and the challenged, from all forms of sexual abuse, including harassment, sexual molestation, sexual exploitation and rape. Any person within EDSEC who exploits their position or authority over children or other adults, as well as learners who sexually entice educators and managers, shall be subject to disciplinary procedures determined by sector policies and regulations. Any form of violence and/or abuse in schools, regardless of whether this is committed and/or perpetuated by learners, teachers, MoET officers or any other person, is considered a criminal offence and is subject to disciplinary measures under the Laws of Swaziland.

In particular, teacher/learner relationships are considered a serious abuse of power over minors and, in addition to action in terms of criminal law; will be subject to disciplinary measures according to the TSC Act. This Policy position, informed by relevant clauses in international

education and human rights conventions, shall be integrated into a revised edition of the *School Guide – Regulation Procedures* as soon as possible.

### **7.3 ADMISSION CRITERIA**

All children are eligible to enroll into free primary education and to the secondary education cycle. In all public schools, no interviews or any kind of examination shall be required or applied to determine any admission criteria. No additional fees shall be paid for admission to free primary education. Minimum and maximum age criteria for admission shall be provided by the *School Guide – Regulation Procedures*, which shall be reviewed and updated as a matter of priority.

Every child, irrespective of their life circumstances (teenage mothers, children in conflict with the law) has the right to be re-integrated into the same institution that the child was previously attending.

### **7.4 MEDIUM OF INSTRUCTION**

SiSwati and English are both regarded as official languages in the Constitution of the Kingdom of Swaziland, which provides the necessary guidance for EDSEC Policy. While this implies that either language may be used as a medium of instruction, the Policy directive is that the mother tongue SiSwati shall be used officially as a medium of instruction for the first four Grades of school, after which English shall be the medium of instruction.

- This does not mean that teaching and learning materials that are in English shall be translated into siSwati; however, what it means is that teachers in the first four grades of school have the liberty and freedom to use siSwati as a medium of instruction where learners have difficulties in understanding what is taught.
- Teachers of these first four grades in schools where most of the pupils have not attended English Medium pre-schools should not feel guilty that they are explaining concepts to their pupils in siSwati; and Headteachers should not reprimand those teachers for explaining concepts in siSwati.
- Teachers of these first four grades in schools where most of the pupils have attended English Medium pre-schools and learners have no difficulties in understanding concepts in English; teachers will continue to use English as a medium of instruction.
- While this liberty and freedom is granted to teachers at the first four grades to explain and/or teach in siSwati where there is a need, English as a subject shall continue to be taught in English at all grade levels.
- All children going through the school system in Swaziland are expected to learn siSwati. Therefore, siSwati will continue to be taught as a subject at all grade levels in the school system. SiSwati as a subject remains a core subject in all schools and at all grade levels.
- As a way to promote the learning of siSwati in all schools, children shall not be punished for speaking siSwati within and outside school premises.



## **7.5 POSITIVE SCHOOL DISCIPLINE**

Acknowledging that discipline has to be an important component of school life, the MoET aims to promote a culture of positive discipline that helps children take responsibility for making good decisions and understand why these decisions are in their best interests. Positive discipline aims to help children learn self-discipline and respect for others, without fear. It should provide them with clear guidelines and rules for acceptable behavior and support their adherence to these guidelines and rules. Positive discipline does not reward children for poor behavior but provides an opportunity for them to grow as individuals, understand their mistakes and appreciate how appropriate behavior can provide positive experiences and opportunities.

## **7.6 SCHOOL UNIFORMS**

The MoET advocates that all primary and secondary schools in Swaziland have a basic uniform to be worn by all learners. The intention is that school uniform will standardize what all learners wear in school and so minimize perceptions of disparity in socio-economic status. Uniforms will also help identify and represent a given school and so assist in the easy recognition of the school's learners when there is need to do so by members of the public. No child should be excluded from either enrolment or attendance to school for not having alternative school uniforms prescribed by the school other than the basic one for every day use.

## **7.7 STANDARDISED ASSESSMENT**

There is a great need for the standardisation of assessment to obviate arbitrary decision-making at various levels and in different institutions. The curriculum shall be revised to reflect agreed skills and competencies, which in turn should require assessments and systemic evaluations to be revised in order to focus on agreed skills and competencies. This shall include the redesign of report cards to reflect skills and competencies and other instruments for communicating learning progress (such as MoET Annual Reports). A Commission of Enquiry shall hear expert evidence in order to advise on Policy direction and implementation.

- Develop and provide guidelines for assessment and progression through public primary Grades 1 to 7.
- The Ministry of Education and Training is planning on phasing out the Grade 7 external examination. With the phasing out of this examination, there shall be need to introduce check points in Grades 4 and 7 as the process to phase out the Grade 7 Swaziland Primary Certificate Examination (SPCE) is implemented to better facilitate the progression of every learner to secondary education.
- To introduce and conduct summative assessment examinations at Form 3 and 5 levels annually.

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## 8. SUB-SECTOR POLICY OBJECTIVES & STRATEGIES

### **8.1 EARLY CHILDHOOD CARE & DEVELOPMENT (ECCE)**

#### **8.1.1 ECCE Policy Rationale**

Early Childhood Care and Education is the foundation of effective human resource development and helps ensure that every child is enabled to achieve his/her full potential. Failure to invest in the early cognitive development of children requires disproportionate investment in remedial action in later years but cannot recover the position. Early investment in the child's formative years has shown to give the best returns on human capital development and should be prioritized. It is noted that a supplementary ECCE policy may be developed to address the complexity of this sub-sector's needs, not least the historical imbalance and inequity in provision and failure to balance ECCE resourcing and structure in relation to the rest of the basic education system. However, this policy should be internally consistent with the policy goal and objectives outlined below and provide guidance for the strategies required to attain these. It may build on these goals and objectives, and add structural and implementation detail, but shall not deviate from the spirit and letter of this Policy directive.

#### **8.1.2 ECCE Policy Goal**

To prioritise the expansion of equitable access to early learning to accommodate all children in Swaziland aged 3 to 6, to quality ECCE and ensure the full integration of the nation's most vulnerable children.

#### **8.1.3 ECCE Policy Objectives**

- To ensure all children in Swaziland aged 3 to 6 years have equal opportunity to access quality ECCE services.
- To ensure the harmonization of standards, high quality ECCE services and introduction to age-appropriate life skills and monitor this through the implementation of an articulated ECCE curriculum.
- To register all ECCE centres and providers of ECCE services to ensure compliance with basic minimum standards and packages;
- To guide the training of ECCE teachers/providers for maintenance and compliance with basic minimum standards and packages;
- To ensure the introduction of grade zero to facilitate easy entry into primary school
- To promote parental education about ECCE

## **8.1.4 ECCE Strategic Framework**

### **8.1.4.1 In the Short-Term, to:**

- Develop and align ECCE strategies to the EDSEC Policy to ensure the rights and needs of all children of pre-primary age and place them at the foundation of national development.
- To develop registration guidelines and minimum standards package
- Register and map all ECCE centres and providers of ECCE services to ensure compliance with basic minimum standards and packages.
- Regulate and monitor the qualifications and capacity of ECCE PRESET and INSET training and service providers against professional standards to be agreed and promulgated.
- Provide equal opportunity for all children aged 3 to 6 years to access ECCE services throughout Swaziland.
- Develop and adopt a School Readiness Programme, including the development of early learning development standards and ensure the establishment of sufficient additional ECCE posts to meet agreed provisioning norms.
- Establish an ECCE network committee.
- Provide a cadre of relevant trainers and competent ECCE inspectors to monitor and ensure a child friendly school environment.

### **8.1.4.2 In the Medium-Term, to:**

- Establish a National ECCE Panel to coordinate, monitor and evaluate the provision and quality of ECCE services, standards and activities.
- Benchmark, project, monitor and report the demand for ECCE services in relation to the number of children in the Swazi population eligible for these, including children with special needs, to inform and guide planning and budgeting.
- Sensitise communities and especially parents in particular and the public in general to the issue of holistic child development and involve them directly in ECCE service delivery.
- Mainstream and support the Schools as Centres for Care and Support (SCCS) programme model in all ECCE centres.
- Provide nutritional support to all children in ECCE centres through the universal introduction of school feeding schemes by the MoET, in collaboration with cooperating partners.
- Establish a model ECCE resource centre to be used by ECCE providers.

### **8.1.4.3 In the Long-Term, to:**

- Research, develop and adopt a *per capita* financing model for ECCE to ensure balance in the basic education budget and provide equitable access for all Swazi children aged 3 to 6 years.
- Develop and adopt a School Readiness Programme and ensure the establishment of sufficient additional ECCE posts to meet agreed provisioning norms.

- Ensure that every classroom in every ECCE centre has at least one trained teacher or caregiver.
- Plan for and provide adequate and appropriate infrastructure to accommodate all children in all public schools with a grade 0.

## **8.2 PRIMARY EDUCATION**

### **8.2.1 Primary Education Policy Rationale**

The successful acquisition of primary education and life skills competencies is a prerequisite for secondary and higher education and for many categories of vocational training, and should build on the cognitive skills development of ECCE. Its importance has been recognized in the global drive for Education for All (EFA) by the year 2015. Transition rates from primary to secondary school are unacceptably low, particularly in rural areas, although the number of primary schools graduates is growing by the year. The acquisition of primary education is dependent on equitable access, the comprehensive equipping of schools and enhancement of quality through the improvement of teaching and school management – all issues which require the most urgent attention and resourcing. These aspects of access, equity and quality must be regularly monitored and reported to ensure policy compliance and inform future planning and resource provision.

### **8.2.2 Primary Education Policy Goal**

To provide free, inclusive and accessible compulsory primary education of sustainable quality for all Swazi children of appropriate ages in public primary schools, from Grade 1 to Grade 7.

### **8.2.3 Primary Education Policy Objectives**

- To provide free and compulsory access to primary education within walking distance (5 - 7 km) for all learners of primary school-going age.
- To introduce a new competency-based curriculum, mainstreaming HIV and AIDS awareness and prevention as a component of life skills, and implement this one grade/year at a time.
- To register, audit and map schools and infrastructure to guide prioritised up-grading, renovation and building of facilities to agreed minimum standards including appropriate and gender sensitive water and sanitation facilities.
- To ensure that all school facilities including classrooms, sanitation and play ground are user-friendly to learners with special needs.
- To place all school head teachers and teachers on a performance management system.
- To implement a textbook policy assuring every learner of 1 textbook per subject.
- To reduce the national primary school repetition rate to 5% and develop a policy on repetition.

- To achieve a sustained, average teacher/pupil ratio of 40:1 in *all* schools.
- Introduce a system of quarterly monitoring and reporting of pupil progression as a means of reducing wastage, repetition and drop-out rates.

## **8.2.4 Primary Education Strategic Framework**

### **8.2.4.1 In the Short-Term, to:**

- Phase in free and compulsory access to primary education a grade/year at a time until it is universally achieved by 2015.
- Mobilise communities to register all pupils of primary school-going age in public primary schools in order to achieve the MoET's target national education ratio (NER).
- Locate, map and audit primary school infrastructure and distribution to create a register and undertake prioritised, phased planning for up-grading, renovation and building of these facilities to ensure compliance with agreed minimum standards including appropriate and gender sensitive water and sanitation facilities in all primary schools .
- Improve the management of primary schools by up-grading and enhancing the competence of elected school committees.
- Review the job descriptions and terms of reference of all teachers, head teachers and system managers at every level to incorporate HIV and AIDS and other disasters response as a routine function of their activities, where relevant and appropriate.
- Procure sufficient teaching and learning materials to meet the needs of all pupils in public primary schools pending curriculum review and revision.
- Introduce and resource school libraries in all public primary schools in Swaziland
- Ensure all public primary schools are child-friendly and aligned to the standards of SCCS in order to meet the needs of all special needs, orphaned, vulnerable and other stigmatised children, without discrimination.
- Establish School Committees (where they do not exist) and train them to support the creation and implementation of school as centres for care and support as well as the development and management plans.

### **8.2.4.2 In the Medium-Term, to:**

- Provide nutritional support to all public primary schools learners through the universal introduction of school feeding schemes by the MoET, in collaboration with cooperating partners.
- Resource and implement the first phase of up-grading and renovating nationally prioritised primary school facilities to agreed minimum standards including appropriate and gender sensitive water and sanitation facilities, with emphasis on rural and other disadvantaged areas.
- Prioritise school building and renovation to ensure that no learner has to walk more than 5 km to school.
- Develop fiscally-realistic and appropriate incentives to ensure the continuous staffing of rural and other isolated primary schools.

- Place all primary school head teachers and teachers on a performance management system.
- Ensure the recurrent annual supply of appropriately qualified teachers by grade and subject through increased access to PRESET and the new curriculum.
- Provide a sustainable M&E system to monitor, evaluate and report on the quality of teaching and learning in public and private primary schools and their adherence to the revised curriculum and standards.
- Introduce and resource school libraries in all public primary schools in Swaziland.
- Plan for and provide adequate and appropriate infrastructure and equipment to accommodate all pupils in public primary schools to meet FPE requirements.
- Provide a cadre of trained and competent school inspectors to monitor and ensure a child-friendly school environment, compliance with curriculum requirements and the teaching of life skills.

#### **8.2.4.3 In the Long-Term, to:**

- Resource and implement the second phase of prioritised up-grading and renovation of all primary school facilities to agreed minimum standards.
- Introduce and resource appropriate computer skills training, ICT, arts, culture and physical education in all public primary schools in Swaziland.
- Introduce and resource school libraries in all public primary schools in Swaziland
- Undertake an annual Primary Education Policy review and make recommendations for improvement and reinvigorated implementation.
- Monitor implementation of policy that regulates private schools.

## **8.3 SECONDARY EDUCATION**

### **8.3.1 Secondary Education Policy Rationale**

This second phase of basic education, comprising junior secondary education to the end of Form 3 and senior secondary education from Form 4 to completion, lays the foundation for entry into appropriate vocational and tertiary paths. Primary education alone is insufficient preparation for participation in a knowledge-based economy. Thus, secondary education must build on the competencies achieved in primary education with an emphasis on generic skills. These generic or cognitive skills are more important at this level of education than comparatively cost-inefficient specialization and should enjoy high levels of focus and support. The key rationale for equitable access to quality secondary education is to help prepare learners to choose and enter an entrepreneurial, technical, vocational or tertiary stream into a productive socio-economic life in which they can meaningfully enhance the country's skills base.

### **8.3.2 Secondary Education Policy Goal**

To provide equitable access for all learners of appropriate age to quality secondary education that will adequately prepare them for further technical, vocational and tertiary education and their role in the socio-economic life of Swaziland and world of work.

### **8.3.3 Secondary Education Policy Objectives**

- To provide all learners of appropriate age, who have passed primary education, with equal access to secondary education.
- To evaluate and map all secondary school infrastructure to facilitate prioritised up-grading, renovation and equitable geographic distribution of new buildings to cater for the FPE output of primary education including appropriate and gender sensitive water and sanitation facilities.
- To ensure that all school facilities including classrooms, sanitation facilities and play grounds are user-friendly to learners with special needs.
- To develop a competency-based curriculum, including the mainstreaming of life skills ARH, STIs and HIV and AIDS and other disasters' awareness and prevention, and ensure implementation of a grade per year at a time.
- Introduce and resource school libraries in all public secondary schools in Swaziland.

### **8.3.4 Secondary Education Strategic Framework**

#### **8.3.4.1 In the Short-Term, to:**

- Procure sufficient textbooks, teaching and learning materials to meet the needs of all learners in public secondary schools at a target ratio of 1 textbook per subject per learner.
- Locate, map and audit secondary school infrastructure and distribution to create a register of these buildings and their geographic location in relation to feeder primary schools.
- Undertake the prioritised, phased planning for up-grading, renovation and building of new facilities, including appropriate and gender sensitive water and sanitation facilities, to ensure compliance with agreed minimum standards of provision and cater for the FPE output of primary education.
- Review the job descriptions and terms of reference of all teachers, head teachers and system managers at every level to incorporate HIV and AIDS response as a routine function of their activities, where relevant and appropriate.
- Audit existing secondary education teacher numbers as well as projected output from Teacher Training Colleges, by subject area and grades taught, to identify short-, medium- and long-term shortfalls and training requirements.
- Develop fiscally-realistic environmental incentives in the ESSP to ensure the recurrent staffing of rural and other isolated secondary and high schools.
- Ensure appropriate access to quality education for learners with special needs or who are orphaned, vulnerable or stigmatised without discrimination.



- Promote schools as Centres of Care and Support, advocating a culture of tolerance, gender-sensitivity and human rights in accordance with relevant laws and regulations.

#### **8.3.4.2 In the Medium-Term, to:**

- Ensure that all learners of appropriate ages who have passed primary education have access to secondary school education within a 5 km radius of their homes.
- Ensure that every secondary school has at least one qualified mathematics, science and ICT teacher in service by 2015 to improve the teaching of these subjects.
- Place all secondary school head teachers and teachers on a performance management system.
- Ensure the recurrent annual supply of appropriately qualified teachers by grade and subject through increased access to PRESET and the new curriculum.
- Provide a sustainable M&E system to monitor, evaluate and report on the quality of teaching and learning in public secondary schools and their adherence to the revised curriculum.
- Provide a cadre of trained and competent school inspectors to monitor and ensure a learner-friendly school environment (SCCS), quality of educational delivery, compliance with curriculum requirements and the teaching of life skills.
- Establish an inter-active dialogue and planning process between secondary school systems and the TVETSD and tertiary education systems to quantify and project transition rates and facilitate effective bridging and entry programmes.

#### **8.3.4.3 In the Long-Term, to:**

- Ensure that all learners of appropriate ages who have passed junior secondary education have access to senior secondary education.
- Reduce the national repetition rate for secondary school to 5%.
- Implement an average learner/teacher ratio of 35:1 in secondary education.
- Integrate information and communication technology (ICT) in the secondary school curriculum.
- Eliminate all barriers to learner achievement, including but not limited to those related to gender, disability, special needs, stigma or discrimination.
- Undertake an annual Secondary School Sub-Sector Policy Review and make recommendations for improvement and reinvigorated implementation.
- Monitor implementation of policy that regulates private schools.

## **8.4 TECHNICAL & VOCATIONAL EDUCATION & TRAINING**

### **8.4.1 TVETSD Policy Rationale**

If Swaziland is to become regionally and globally competitive, and a major regional exporter of skilled human resources, there is an urgent need to re-position and market technical and vocational education and training. Current uncertainty about demand for technical education

and skills training is compounded by under-enrolment in secondary, prevocational courses and negative perceptions about vocational courses. The sub-sector itself is being restructured and graduate flows may be delayed to 2018. This confirms the urgent need for a directive policy and resourcing sufficient to achieve the sub-sector mandate – the sustained flow of skilled graduates in the technical and vocational fields. The TVETSD policy therefore must address structure, regulation, coordinated training and standards, a national qualifications framework (NQF) and project demand and supply, as well as the capacity of sector trainers to operationalise this vision.

#### **8.4.2 TVETSD Education Policy Goal**

To initiate and sustain a TVETSD system and sub-sector responsive to market needs and demand, which will contribute to the realization of Swaziland’s socio-economic development goals.

#### **8.4.3 TVETSD Policy Objectives**

- To meet the diverse socio-economic development needs of the country through the training and sustained expansion of a competent and employable work force with relevant, marketable skills.
- To establish effective TVETSD governance, management and training system with clearly allocated roles and responsibilities, accountable to the National Assembly through the Ministry responsible for Education and Training.
- To establish mechanisms for the portability of formal, non-formal and informal qualifications, with provision for flexible exit and entry to both academic and skill-related pathways.
- To establish equitable access to skills for formal sector or self-employment within the TVETSD system for all those wishing to participate.

#### **8.4.4 TVETSD Strategic Framework**

##### **8.4.4.1 In the Short-Term, to:**

- Finalize development of a draft TVETSD policy aligned to national EDSEC Policy.
- Establish the Swaziland Training Authority (SWATA) and initiate and regulate a National TVET Qualifications Framework (NTVETQF).
- Locate, map and audit all TVETSD infrastructure and distribution to create a register of institutions and undertake prioritised, phased planning for up-grading, renovation and building of these facilities.
- Complete the review and rationalization of TVETSD institutional and sectoral structures, including the conversion of RECs to VTCs, by an inclusive SWATA working group.
- Develop a strategic plan to transform and reposition the Swaziland College of Technology (SCOT).
- Adopt a competency-based curriculum and standards framework for TVETSD to ensure the provision of relevant skills for sustainable employability.

- Mainstream life-skills, ARH, STIs and HIV and AIDS and other disasters into the curriculum as a compulsory and examinable subject to equip learners with the skills to protect themselves and make informed life choices.
- Establish inclusive and representative TVETSD management and curriculum committees in all sub-sector institutions.

#### **8.4.4.2 In the Medium-Term, to:**

- Research and analyze labour market demand and supply trends to inform TVETSD's planning and response to Swaziland's social and economic requirements.
- Establish mechanisms to recognize formal, non-formal and informal training, institutional and non-institutional in-service training, and prior learning.
- Develop a sustainable model for sub-sector resourcing and scholarships on an equitable per capita basis.
- Ensure compliance of all TVETSD facilities with agreed minimum standards of provision and ensure access for marginalized populations and learners with special needs.
- Strengthen and expand the Pre-Vocational Educational Programme and align this with National Occupational Standards.
- Expand sub-sector training capacity by 15% to accommodate increased learner flows from the secondary and high school levels.
- Achieve an institutional student/teacher ratio of 15:1.
- Undertake an annual TVETSD Policy review and make recommendations for improvement and reinvigorated implementation.

#### **8.4.4.3 In the Long-Term, to:**

- Negotiate and institute a payroll levy to contribute to the costs of TVETSD.
- Integrate and mainstream TVETSD programmes with cross-cutting and contemporary skills that include entrepreneurship training.
- Expand sub-sector training capacity by 30% to accommodate increased learner flows from the secondary and high school levels.

## **8.5 TERTIARY & HIGHER EDUCATION**

### **8.5.1 Tertiary & Higher Education (HE) Policy Rationale**

Global experience confirms that social and economic development can be powerfully stimulated by investment in knowledge, especially in science and technology. Higher education is vital to the provision of the skills identified in the PRSAP and essential to the growth of a research-based, knowledge-driven economy. However, for a variety of reasons, Swaziland lags behind other parts of the world in terms of knowledge-based development and urgently requires a reinvigorated response to this challenge. It requires the introduction of a comprehensive sub-sector policy, guided by the Higher Education Bill, which addresses the key strategic,

infrastructural and quality issues, and provides a directive response framework. As importantly, policy implementation must be adequately resourced, monitored and reported to track the sub-sector's response to this challenge and provide the impetus to position Swaziland as a competitive, skills-based economy within the region in the medium-term.

### **Tertiary & HE Policy Goal**

To restructure and redirect an inclusive, research-driven Higher Education sector to provide a recurrent flow of relevant high-level human resources to achieve Swaziland's socio-economic development goals and enrich its intellectual and cultural environment.

### **Tertiary & HE Policy Objectives**

- To introduce an inclusive, principled and comprehensive draft Higher Education (HE) policy, aligned to, and consistent with national EDSEC Policy and the Higher Education Bill.
- To establish a revolving loan fund to ensure equitable access to HE for all suitably qualified high school graduates.
- To ensure student flows into prioritised course options realigned and increased to meet socio-economic development needs.
- To lower unit costs and improve cost-efficiency by an average one-year reduction in course duration.
- To audit and analyze infrastructural and human resource capacity in the Tertiary and HE sector and expand this to provide equitable access for all qualified senior secondary school graduates.
- To accommodate student diversity through flexible entry level assessment which recognizes different ways of demonstrating understanding, knowledge and language differences, etc.
- To reserve between 4% and 10% of spaces for disabled and disadvantaged students in every institution to ensure their entry into tertiary or higher education.
- To optimize access to HE through expansion/strengthening of distance learning.

### **Tertiary & HE Strategic Framework**

#### **8.5.2.1 In the Short-Term, to:**

- Review and approve an inclusive, principled and comprehensive draft HE policy, aligned to, and consistent with national EDSEC Policy.
- Approve the strategic plan for UNISWA and update all related Acts and Statutes.
- Undertake an HR audit to quantify Swaziland's needs by sector and skills type.
- Project the optimum output of graduates per course for national needs and for 'export' into the region, taking into account HIV and AIDS-attribution, and integrate these data into sector planning.

- Audit and review all HE infrastructure to create a register of institutions and undertake prioritised planning to expand existing institutions and establish new ones to increase access to these.
- Encourage and facilitate private sector establishment of additional tertiary institutions within policy guidelines and monitor these to ensure standards compliance and avoid programme duplication.
- Mainstream life-skills, ARH, STIs and HIV and AIDS into coursework as a compulsory and examinable subject to equip students with the skills to protect themselves and make informed life choices.
- Review the job descriptions and terms of reference of all lecturers, HODs and managers at every level to incorporate HIV and AIDS and other disasters' response as a routine function of their activities, where relevant and appropriate.
- Synchronize the HE academic year and the secondary school calendar to align activity and transition, and avoid learning disruption.

#### **8.5.2.2 In the Medium-Term, to:**

- Subscribe and establish a revolving loan fund to ensure equitable access to HE for all suitably qualified secondary school graduates.
- Reduce the average duration of HE courses/programmes by one-year to help reduce unit costs to comparable international levels.
- Develop and impart research skills linked to the world of work and entrepreneurial development, including the use of ICT.
- Offer distance learning in all existing and new HE institutions to increase enrolment without placing stress on limited campus accommodation.
- Ensure an average student/lecturer ratio of 15:1.
- Expand industry representation on the University Council.
- Develop, fund and initiate a relevant research agenda for the country.
- Strengthen quality control measures to ensure acceptability of HE qualifications in the SADC region and systematize the accreditation of previous knowledge skills.
- Ensure gender equity and access for students with disabilities in all HE institutions.
- Create a register of all HE research projects, programmes and activities and legislate for the registration of, and access to, all external research conducted in Swaziland's education sector by local or international research agencies.

#### **8.5.2.3 In the Long-Term, to:**

- Expand physical and human resource capacity to facilitate a 40% progression rate from secondary school to HE (including nursing education and health sciences).
- Introduce a funding formula for UNISWA to encourage resource efficiency and the implementation of national pro-poor policies.
- Ensure UNISWA contributes 10% of expenditure from its own revenue sources.

## **8.6 TEACHER EDUCATION & TRAINING**

### **8.6.1 Teacher Education & Training Policy Rationale**

Swaziland has reduced the proportion of unqualified teachers, with only about 8% at the primary level and 2% at secondary/high school level still unqualified by 2007. This is reflected in an average learner to qualified teacher ratio of 37:1 at primary level and 19:1 at secondary/high school level. However, there are acute shortages of qualified teachers for Mathematics, Science, Information, Communication and Technology (ICT) and Prevocational subjects including Design & Technology and Business Studies. In 2005, the average learner to qualified Mathematics and Science teacher ratio was estimated at 84:1. The urgency of this challenge cannot easily be met by the long-term introduction of mathematics, science and ICT programmes and so might require the short-term importation of qualified teachers in these fields. In-service (INSET) supplementary training to improve teacher knowledge and competency might assist but will require a continuing professional development (CPD) programme to make this viable. Revised teacher education and instructor curricula, as well as accessible student loan schemes are therefore urgently required to boost intake into these and other priority courses if teacher training is to be taken to scale.

### **8.6.2 Teacher Education & Training Policy Goal**

To increase the flow of student teachers into the profession and revise teacher education and instructor curricula to prepare teachers for competency-based education and training (CBET); train teacher instructors; and prioritise the output of sufficient numbers of qualified Early Childhood Care Education, Mathematics, Science, ICT, Design & Technology and business studies teachers to meet national requirements.

### **8.6.3 Teacher Education & Training Policy Objectives**

- To develop and implement a revised CBET teacher-training curriculum and up-grade/professionalize student teaching practice.
- To mainstream life-skills, ARH, STIs and HIV and AIDS and other disasters into the PRESET and INSET teacher-training curriculum as a compulsory and examinable subject area.
- To ensure a recurrent flow of Swazi teachers qualified to teach Early Childhood Care Education, Science, ICT, Design & Technology and Business Studies to the secondary school system.
- To provide the physical and human resource capacity to facilitate a 20% progression rate from secondary school to educator training.
- To reform the demand-based financing model for teacher training and increase the number of scholarships available for PRESET and teacher up-grading to B.Ed. or PGDE level.

- To design and introduce a (part-time) 3-month certificate program in leadership and instructional, financial and institutional management for new deputy principals, prior to their later appointment as school principals.
- To research and evaluate regional models for teacher environmental incentive schemes, career development, promotion and retention to guide the improvement of related conditions in Swaziland.

## **8.6.4 Teacher Education & Training Strategic Framework**

### **8.6.4.1 In the Short-Term, to:**

- Establish a Teacher Education & Training Curriculum Review Panel to prepare recommendations for the introduction of curricula to prioritise the teaching of mathematics, science, ICT, design, technology and business studies.
- Design PRESET standards, curriculum and assessment modalities to take account of relevant competency-based curricula being introduced for primary and secondary school education.
- Mainstream life-skills, ARH, STIs and HIV and AIDS and other disasters into the PRESET and INSET teacher-training curriculum as a compulsory and examinable subject.
- Develop and operationalise a teacher demand and supply model to project training requirements by subject area and grade.
- Create incentives for experienced teachers with P.T.D. or S.T.D. (diploma holders) to upgrade their qualifications by, (a) offering part-time studies that are partially funded; and/or, (b) by shortening the duration for B.Ed. studies for diploma holders.
- Provide INSET training and capacity building to lecturers who will deliver the teacher training curriculum.
- Subscribe and establish a revolving loan fund to ensure equitable access to teacher training for increased numbers of suitably qualified secondary school graduates.
- Audit existing primary education teacher numbers and qualifications as well as projected output from Teacher Training Colleges and identify short-, medium- and long-term shortfalls and training requirements.
- To provide on-going professional support to practicing teachers to effectively deliver the school curriculum.
- To make recommendations for a reinvigorated teacher training curriculum by a PRESET and INSET Curriculum Review Panel, including mainstreaming of ARH, STIs and HIV and AIDS and other disasters' awareness and prevention as a compulsory and examinable component of life skills, and ensure phased implementation.

### **8.6.4.2 In the Medium-Term, to:**

- Set targets for class size to optimize the use of infrastructure and facilities.
- Calculate required intake per PRESET course to provide the necessary output, allowing for drop-out, HIV and AIDS attrition, migration and other factors.
- Develop and provide relevant PRESET and INSET teaching and learning materials.

- Review the job descriptions and terms of reference of all lecturers, HODs and managers at every level to incorporate HIV and AIDS response as a routine function of their activities, where relevant and appropriate.
- Introduce counselling as an elective PRESET course for teachers and develop equivalent modules for INSET delivery.
- Revise teacher education and instructor curricula to prepare teachers for CBET.
- Provide head teachers, deputy head teacher, Heads of Department (HODs) with on-going support and managerial skills training in order to improve the quality of teacher training and education.
- Improve gender representation among staff and students.
- Develop and maintain an accurate database of teacher appointments and assignments to ensure improved management of teachers' resources and transfers.

#### **8.6.4.3 In the Long-Term, to:**

- Expand physical and human resource capacity to facilitate a 20% progression rate from high school to teacher training.
- Develop mechanisms to monitor and review operations in order to ascertain achievements of objectives through recurrent analysis of teacher skills.
- Monitor the teacher demand and supply model to regularly assess training requirements by subject area and grade.

## **8.7 NON-FORMAL & CONTINUING EDUCATION**

### **8.7.1 Non-Formal & Continuing Education Policy Rationale**

Non-formal and continuing education, also known as adult education and life-long learning (AELL), provides options for those Swazi citizens who have missed some or all of their formal education. This sector provides ABE, skills development and ODL. The sub-sector's Non-formal Primary Education Programme (NPE) is a level above ABE and facilitates learner re-entry into the formal school system, after passing an examination equivalent to the primary school examination at Grade 7 level. Learners include youths and adults, who have the opportunity to complete literacy and upper primary education through non-formal channels and proceed with secondary education and skills training via a number of institutions providing non-formal and continuing education. However there is insufficient capacity to cater for all these learners and the quality of education is not regulated and in some cases not accredited. There is therefore a pressing need to develop a parallel, regulated system of non-formal education that follows an agreed curriculum to open flexible entry-points into the formal system.

### **8.7.2 Non-Formal & Continuing Education Policy Goal**

To develop and regulate a non-formal and continuing education system to facilitate flexible access to relevant education opportunities for disadvantaged, over-aged or challenged learners,



to enhance their employment prospects and capacity to play a meaningful role in the socio-economic life of Swaziland.

### **8.7.3 Non-Formal & Continuing Education Policy Objectives**

- To place non-formal and continuing education development under the control of a well-staffed and resourced sub-sector Directorate.
- To extend non-formal and continuing education programmes to selected primary schools and provide non-formal primary education (NPE) programmes to all over-aged and adult learners.
- To align the NPE curriculum to the formal primary curriculum to facilitate primary school re-entry at grade/age appropriate levels.
- To provide all non-formal and continuing education teachers/facilitators with regulated pre-service (PRESET) and in-service (INSET) training.
- To incorporate and upgrade Emlaladini Development Centres (EDC) to become a fully fledged Open and Distance Learning (ODL) institution.
- To align non-formal education levels and standards in Swaziland with other countries in the SADC region.

### **8.7.4 Non-Formal & Continuing Education Strategic Framework**

#### **8.7.4.1 In the Short-Term, to:**

- Establish and staff a non-formal and continuing education Directorate and develop an expansion plan in line with EDSEC principles and Policy.
- Extend non-formal and continuing education programmes to select primary schools and provide (NPE) programmes to all over-aged and adult learners.
- Review and align NPE curriculum to formal primary education to facilitate primary school re-entry at grade/age appropriate levels.
- Develop and introduce examinations with equivalence to primary school exit designed to give successful candidates access to secondary and continuing education.
- Improve education access and quality by using different modes of learning, including distance learning.
- Integrate and regulate new and additional providers of non-formal and continuing education to improve distribution, access and programme diversity.
- Regulate minimum qualification standard requirements for all sub-sector teachers/facilitators.
- Establish an INSET Curriculum Review Panel to prepare teacher/facilitators for inclusive education.
- Mobilize communities to register out-of-school children in Non-Formal Education (NFE) schools in order to achieve Education for All (EFA).
- Provide nutritional support through the Universal introduction of feeding schemes in cooperating partners.

- Review skills curriculum for innovation.
- Register and monitor all private providers of non-formal and continuing education

**8.7.4.2 In the Medium-Term, to:**

- Strengthen Emlaladini Development Centre (EDC) to widen the range of curricula options and diversify services by using re-capacitated Regional Education Centre (REC) and selected primary/secondary schools as delivery centres.
- Ensure the use ICT and ODL where feasible in course development and delivery.
- Develop and implement quality assurance measures for course development and delivery.
- Differentiate delivery modes for different learner groups such as children, adolescents and adults.

**8.7.4.3 In the Long-Term, to:**

- Develop a regulated subsidy system for orphaned, vulnerable and other disadvantaged children.
  - Eliminate all barriers to learner achievement, including but not limited to those related to gender, disability, special needs, stigma or discrimination.
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## 9. IN-SERVICE EDUCATION AND TRAINING (INSET)

### 9.1 INSET POLICY RATIONALE

In order to maintain high levels of service quality, teachers, and the mainstay of any education system, teachers need to be provided with knowledge and skills related to the teaching learning process on a continuous basis. A highly productive teaching force that operates at state-of-the-art level is therefore the result of an effective in-service teacher training system. Pre-service training needs to be supported by an equally efficient and professional in-service teacher education and training (INSET) system, since teachers' professional knowledge, like all other professional knowledge, weakens over time and requires contact re-modeling, upgrading and re-shaping. As a result, the development and in-servicing of the human resources base of any education system should be of vital concern and should be awarded high priority.

### 9.2 INSET POLICY GOAL

To promote and support systematic and sustainable high quality teaching and learning through effective school management and encouragement of the professional growth and development of teachers. INSET aims to use teamwork amongst all stakeholders to ensure high quality education for the learner.

### 9.3 INSET POLICY OBJECTIVES

- To provide ongoing technical and professional support to practicing teachers to be enabled to effectively deliver the school curriculum.
- To provide deputy head teachers and heads of departments with ongoing support and managerial skills in order to improve the quality of curriculum delivery.
- To provide ongoing support and managerial skills to head teachers as instructional leaders, organizational managers, personnel managers and accounting officers of the schools they are heading
- To facilitate and promote teamwork amongst all educational stakeholders, through interactive participation and collaboration.
- To encourage sustainable professional growth by conducting school-based zonal and regional workshops based on teachers' needs.
- To extend teachers' knowledge of classroom management and organizational strategies in order to ensure that effective teaching and learning takes place.
- To provide head teachers with on-going training in managerial skills in order to improve the quality of education in schools.

- To promote whole school development planning that allows effective professional growth and encourages responsibility for the running of the school by the whole staff.
- To equip teachers with skills that will enable them to carry out diagnostic and reflective classroom research.
- To facilitate school-based support and enable teachers to use a variety of teaching and learning strategies to achieve high quality education.

## **9.4 INSET STRATEGIC FRAMEWORK**

### **9.4.1 In the Short – Term, to:**

- Provide expertise to help teachers to develop their professional competencies.
- Provide facilities for teaching/ learning materials production in order for teachers to be able to produce their own teaching/learning resources.
- Provide adequate resources for the INSET services to perform its duties without shortages.
- Provide head teachers, deputy head teachers and heads of department with on-going support and training in managerial skills in order to improve the quality of education in the schools.
- Ensure the sustainability of all curriculum innovations in the school system.
- Offer and promote basic computer skills and internet facilities as technology is continuing to advance.
- Provide INSET training and capacity building to INSET providers in order for them to be competent in any new innovations who will in-service the school administrators and the teachers.
- Liaise with other professional bodies and non-governmental organizations both locally and internationally.
- Liaise with all stake holders within the Ministry of Education and Training and other government Ministries.

### **9.4.2 In the Medium-Term, to:**

- Develop fixed training programmes for teachers which can be done during school holidays.
- Develop and maintain and maintain and effective data base to ensure that there is a permanent and traceable record for all teachers and headteachers who have trained in any fixed programme.
- Develop and maintain and effective data base to ensure that there is a permanent and traceable record of headteachers who have trained in school management.
- Develop a temporary programme to assist untrained teachers who are still in the system.

- Improve professional quality and effectiveness of in-service teacher education to ensure that all teachers can use child-centred teaching methods, including teaching large groups.
- Develop an efficient cluster schools mechanism for efficiency in conducting of any workshops.
- Develop an efficient school based system for conducting workshops.

**9.4.3 In the Long-Term, to:**

- Improve capacity to enhance quality.
  - Provide appropriate infrastructure for teaching and development of teaching and/or learning materials.
  - Expand the physical and human resource capacity in order to accommodate the increase of schools and also to provide facilities for residential workshops.
  - Develop a mechanism to review operations so as to ascertain achievements of objectives through analysis of data available on teacher skills.
  - Mobilize resources and funding from NGOs and other cooperating partners.
  - Ensure a well balanced in-service programme to cater for learners with special needs as well.
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# 10. ASSESSMENT

## 10.1 ASSESSMENT POLICY RATIONALE

Assessment provides a link between curriculum development and pedagogy, all of which are pillars of educational assessment. Assessment also impacts and contributes to any educational reform. Assessment can be summative or formative. There are several purposes of assessment which include:

- Judging mastery of essential skills and knowledge
- Diagnosing learners' performance
- Motivating both teachers and learners to work hard
- Awarding qualifications or grades for the achievement

## 10.2 ASSESSMENT POLICY GOAL

- To provide an assessment framework necessary to improve quality, relevance, accessibility and effective of education.

## 10.3 ASSESSMENT POLICY OBJECTIVES

- To design and administer as assessment system which addresses the needs for the education system
- To design an assessment system that addresses the market needs and to ansure international acceptance

## 10.4 ASSESSMENT STRATEGIC FRAMEWORK

### 10.4.1 In the Short Term, to:

- Develop assessment syllabuses in the areas where they are not available
- Review assessment syllabuses to align them with new innovations
- Develop administrative assessment guidelines for EDSEC
- Appoint Task Teams to develop, review and evaluate the various assessment systems under the EDSEC
- Regulate all assessment systems under the EDSEC

### 10.4.5 In the Medium term, to:

- Develop Human capacity in the field of assessment
- Orient stakeholders in the assessment systems of EDSEC
- Avail opportunity to access other assessment systems

### 10.4.6 In the Long term, to:

- Network with other assessment systems internationally

- Develop a National Qualifications Framework
  - Establish a National Qualifications Authority
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# 11. EMIS, ANALYSIS & RESEARCH

## 11.1 EMIS, ANALYSIS & RESEARCH RATIONALE

It is common cause that EDSEC relies on Education Management Information System (EMIS) for data, management information and analysis on demand, supply, performance and outcome. It follows that EMIS is central to the MoET's capacity to monitor, evaluate and report. In the event that EMIS fails to operate effectively, most day-to-day management functions will be severely compromised, with knock-on implications for system reporting, planning and budgeting. Without this kind of management information, the system will be reduced to guesswork and repetitive budgeting – with serious implications for the achievement of Policy goals and objectives. It is therefore of the utmost strategic importance that EMIS be fully, appropriately and professionally staffed and resourced. To do otherwise is to limit the capacity of the MoET to manage the system effectively and limit its ability to implement any Policy change.

## 11.2 EMIS, ANALYSIS & RESEARCH POLICY GOAL

To restructure and capacitate EMIS to provide regular, accurate and timeous data collection, processing, prioritised management information, analysis, reporting and monitoring of research in order to inform and guide EDSEC management at every level.

## 11.3 EMIS, ANALYSIS & RESEARCH POLICY OBJECTIVES

- To undertake an analysis of prioritised demand for management information by type and level, to inform the redesign and reconstruction of EMIS in order for it to play a strategic role in guiding EDSEC management and policy implementation.
- To re-establish the EMIS unit with an explicit mandate and requisite capacity in time to capture the 2011 Annual School Census. Measures should include a review of the staffing establishment of the EMIS unit and its systems; a review of the unit's priorities and programmes; and its role in analyzing data and monitoring and reporting EDSEC activities.
- To identify prioritised EMIS objectives in line with ESSP proposals, including, but not limited to, non-negotiable publication deadlines for all major annual reports.
- Make data publicly available and accessible.

## 11.4 EMIS, ANALYSIS & RESEARCH STRATEGIC FRAMEWORK

### 11.4.1 In the Short- and Medium-Term, to:

- Secure independent TA to support the EMIS redesign and restructuring process.
- Staff and resource the EMIS unit to carry out its agreed mandate and deliver on its obligations timeously and accurately.



- Collect and process data for an agreed minimum set of annual reports and analyses to include, at least, a 16-Day Survey and Annual School Census at every level, as well as Swaziland's regional and international EDSEC reporting obligations.
  - Initiate decentralization of limited data collection and analytical function to the district level, to empower and support local management on a monthly basis.
  - Register and monitor *all* research within EDSEC by external agencies to ensure MoET access and open links with the UNISWA and its own research development/capacity.
  - Recurrently train/capacitate technical personnel in pursuit of operational excellence.
  - Incorporate SCCS indicators within the standard EMIS.
  - To capture and analyze secondary school teacher numbers and project output from Teacher Training Colleges (by subject area and grade) to quantify shortfalls and inform future training requirements.
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## 12. PLANNING, POLICY AND BUDGET IMPLEMENTATION

### 12.1 PLANNING AND BUDGET IMPLEMENTATION RATIONALE

Strategic Planning, policy and budget implementation is very critical in seeing to it that the mission, vision, goals and objectives of the EDSEC are attained, be it in the short-term, medium-term and long run. As soon as the EDSEC Policy is approved, the Planning Unit becomes the main driver of its implementation, through the formulation of a strategic roadmap and implementation plan.

The completion and approval of a strategic roadmap for the sector, i.e., the Education and Training Sector Strategic Plan (ESSP) also presents a conducive environment for the creation of short to medium term implementation plans, which outline implementable activities and programmes to be executed through the Medium Term Expenditure Framework (MTEF).

The preparation and coordination of annual and medium term development plans and budgets is thus crucial for policy implementation and ultimate attainment of the EDSEC goals. The positioning of and collaboration with the Planning Unit on matters of planning, policy and budget implementation is of paramount importance and needs to be given the highest priority; proper staffing and training and adequate resourcing to ensure that all planning and implementation processes and modalities are carried out smoothly and timeously.

### 12.2 PLANNING AND BUDGET IMPLEMENTATION POLICY GOAL

To strengthen and reposition the Education Planning Unit to be able to coordinate, implement, monitor and evaluate, and report on its policies, programmes and projects and the overall sector's performance, through a comprehensive, consultative and strategic approach.

### 12.3 PLANNING AND BUDGET IMPLEMENTATION POLICY OBJECTIVES

- To coordinate the preparation and implementation of annual and medium term development plans and budget.
- To reposition the Planning Unit to allow it to be the central and main driver of policy planning and implementation, budgeting and decision making, monitoring and evaluation and of the overall performance of the EDSEC.
- To coordinate all donor and local Government funding and support, inter-sectoral activities by public enterprises and non-Governmental organisations affecting service provision and the overall development of education and training in the country, and manage all technical cooperation for the EDSEC.
- To coordinate and organize the activities of and studies undertaken by local and international academic institutions, regional and international organizations to which

the country is affiliated to, as well as consultants on issues related to human resource planning and development for the benefit of the sector and the country.

- To coordinate the preparation and the implementation of the recurrent and capital budget for the sector.
- To monitor and evaluate the impact of the sectors' programmes and projects in collaboration with EMIS.

## **12.4 PLANNING AND BUDGET IMPLEMENTATION STRATEGIC FRAMEWORK**

### **12.4.1. In the Short and Medium Term, to:**

- Align the sectoral development plan (i.e., the Education and Training section of the National Development Plan) to the Education Sector Strategic Plan.
- Collaborate with the EU-SET Project in the development of a National Education and Training Sector Improvement Plan (NETIP) for the implementation of short to medium term sector plans.
- Organise short and long term training funding and opportunities for the Education Planning Unit to enable it to timeously and effectively carry out its mandate.
- Incorporate the short and medium term plans as articulated in the ESSP in the sector's Annual and Medium-Term budget and expenditure framework.
- Identify and prepare proposals for the engagement of donors and development partners for the implementation of short and medium term plans.
- Engage all key stakeholders, NGOs and Development Partners through the Sector Wide Approach (SWAp) for collective bargaining, prioritization and funding of the sectors programmes or activities.
- Liaise with the Aid Coordination Unit under the Ministry of Economic Planning and Development to identify potential donors and technical cooperation on education and training programmes.
- Collaborate with EMIS in establishing a reliable database for planning, budgeting and prioritization of schools to benefit in the short to medium term capital programme.

### **12.4.2. In the Long-term, to:**

- Secure donor funding for the implementation of the ESSP and assemble a consortium of reliable and committed EDSEC donors and cooperation partners.
- Decentralize the educational planning activities to the regions in order to strengthen the grassroots approach to planning and budgeting for schools.
- Evaluate the performance of the EDSEC and the impact and effectiveness of its programmes and/or projects through the appropriate performance indicators.
- Coordinate the implementation of long-term EDSEC policy goals, objectives and plans.
- Collaborate with EMIS in establishing a reliable database for planning, budgeting and prioritization of schools to benefit in the long-term capital programme.



## 13. TEACHING SERVICE COMMISSION

### 13.1 TEACHING SERVICE COMMISSION POLICY RATIONALE

The Teaching Service Commission (TSC) WAS ESTABLISHED BY THE Teaching Service Act No. 1 of 1982 and the Teaching Service Regulations of 1983, to provide uniform conditions of service and improved service of all.

### 13.2 TEACHING SERVICE POLICY GOAL

To provide uniform conditions of service and improved service to all teachers in Swaziland in partnership with stakeholders.

### 13.3 TEACHING SERVICE COMMISSION POLICY OBJECTIVES

- To provide free and timely service
- To treat teachers issues with sensitivity and confidentiality
- To treat teachers with respect and courtesy
- To provide service in collaboration with other Ministries and departments
- To place all teachers and administrators in school timeously
- To keep an accurate up to date register of all teachers in the service
- To maintain and uplift the standard of discipline for teachers

### 13.4 TEACHING SERVICE COMMISSION STRATEGIC FRAMEWORK

#### 13.4.1. In the Short – Term, to:

- Proper place teachers in schools as and when vacancies arise
- Timely fill vacancies in all schools
- Timely remunerate teachers based on decisions of the Commission
- Timely release budget exchequer funds for the financial year
- Aim to improve gender balance in administrative positions in schools
- Empower teachers through frequent workshops on regulations, policy and procedures governing the teaching professions.

#### 13.4.2. In the Medium Term, to:

- Facilitate the harmonization of the Teaching Service Act with the Constitution and existing Labour Laws of Swaziland
- Grant operational autonomy to the Teaching Service Commission as provided for by the Constitution of the Kingdom of Swaziland
- Develop a new Teaching Service Commission Operational Structure
- Revise the Teaching Service Act of 1982 and its Regulations of 1983

- Computerise Teaching Service Records and develop a Teacher File Management System
- Conduct training needs assessment and develop a training program for the Commission and Secretariat.

**13.4.3. In the Long Term, to:**

- Develop and maintain an accurate database of teachers in the service and those who exit the service in a variety of ways
  - Establish a customer care unit where customer satisfaction database collected through customer satisfaction survey questionnaires would be kept
  - Develop performance indicators and conduct quarterly review of performance against indicators
  - Facilitate the operationalisation of the autonomy of the Teaching Service Commission as provided for by the Constitution of the Kingdom of Swaziland.
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## 14. RESOURCE ALLOCATION & BUDGETING

### 14.1 RESOURCE ALLOCATION & BUDGETING RATIONALE

While Swaziland's level of investment in EDSEC is higher than UNESCO's target guideline for developing countries (6 percent), there is the prospect of serious budgetary constraint in coming years, linked to declining sector share and likely stagnant economic growth. It therefore seems probable that total public spending on education will decrease in real terms. This underlines the importance of focussing on policy choices that promote efficiency gains and on budget trade-offs between education and other sectors. In terms of private investment in education, Swazi households contribute *far more* to the education of their children than parents in other SACU countries, with higher average household income.

Education funding has been further distorted by a disproportionate focus on post-secondary education and training, to the gross disadvantage of ECCE and primary education. This scenario limits prospects for the broadening of access to quality ECCE and primary education – particularly in circumstances where Swaziland is committed to free universal access to primary education. Reliance on private education fees and alternative external sources must be considered unsustainable in real terms and points to the need for a comprehensive re-evaluation of budgeting and expenditure. This in turn implies the need for a reassessment of the importance of education, as well as the cost implications of EDSEC Policy reform and implementation. A detailed Education Sector Strategic Plan (ESSP) is already in draft and available for costing and analysis.

### 14.2 RESOURCE ALLOCATION & BUDGETING POLICY GOAL

To develop a resource allocation and budgeting framework consistent with the goals and objectives of this Policy that can be advanced and sustained through a mix of recurrent internal funding by the Government of Swaziland and targeted external funding by its partners.

### 14.3 RESOURCE ALLOCATION & BUDGETING POLICY OBJECTIVE

To quantify the capital and recurrent costs of implementing and sustaining this MoET Education Sector Policy in order to subscribe these costs over the short-, medium- and long-term life of the Policy.

### 14.4 RESOURCE ALLOCATION & BUDGETING STRATEGIC FRAMEWORK

#### 14.4.1 In the Short- and Medium-Term, to:

- Commission and establish a MoET Task Team charged with estimating the cost of EDSEC Policy implementation in the short-, medium- and long-term. These costs

should be driven by the content and direction of the draft ESSP in order to arrive to a realistic assessment of resource requirements.

- Table the outcome report to an international donor conference, led by the MoET, indicating the percentage of capital and recurrent costs to be covered by the Government of Swaziland and showing how the process will be monitored.

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## 15. MONITORING, EVALUATION & REPORTING

### 15.1 M&E AND REPORTING RATIONALE

There is complete consensus within the sub-sectors of EDSEC that simple (manageable) systems, capable of monitoring a limited number of easily-accessible indicators at school-level, constitute one of the most vital management tools at the MoET's disposal. There is also consensus that M&E should regularly and routinely inform most of the decisions taken by EDSEC sub-sectors and serve their day-to-day management needs.

### 15.2 M&E AND REPORTING POLICY GOAL

To develop, introduce and sustain an EDSEC M&E system capable of regularly and routinely reporting against an agreed set of school-based indicators to assist the MoET and its strategic partners to measure and evaluate Policy process, progress and incremental outcomes.

### 15.3 M&E AND REPORTING POLICY OBJECTIVES

- To routinely track the performance of the education system at every level against an agreed set of quantitative and qualitative indicators, in order to measure the impact or effect of Policy implementation on this.
- To evaluate the short- and medium-term impact or effects of EDSEC Policy intervention on education system performance, quality and outcomes.
- To regularly report against these indicators, to reflect the impact or effect of Policy change on the incremental performance, quality and outcomes of the education system.
- To ensure transparency and inclusiveness by making reports available to all stakeholders and interested parties on a regular basis.

### 15.4 M&E AND REPORTING STRATEGIC FRAMEWORK

#### 15.4.1 In the Short- and Medium-Term, to:

- Adopt the SADC M&E framework and regional guidelines for reporting.
- Review SADC core EDSEC M&E indicators for relevance in the context of Swaziland's EDSEC environment and prioritise where necessary.
- Identify the unit/personnel responsible for M&E and reporting, and review the location of this function on the MoET organogram to ensure relevance, seniority and access.
- Reinforce and capacitate M&E personnel where necessary to ensure an effective and sustainable operational entity within EDSEC.

- Identify and prioritise internal, regional and international demand for M&E reports and develop a non-negotiable schedule of publication, linked to EMIS and other data providers.
  - Market M&E and reporting to key decision-makers within EDSEC and outside it, and ensure regular circulation of succinct management reports prioritising issues of strategic concern.
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## 16. POLICY REVIEW AND FREQUENCY

This 2011 Swaziland Education and Training Sector Policy replace the 1999 EDSEC Policy. This 11-year period is unduly long in the context of dynamic educational, social, economic and political change and confirms the importance of regular review. The intrusion of HIV into the education context as well as other contemporary and emerging issues, suggests that it would be appropriate to regulate the period between EDSEC Policy reviews in future. The EDSEC Policy is a guiding framework for strategic planning and is reflective of the nation's socio-economic and political history at the point of its drafting. By definition, it cannot remain current for very long and should be reviewed on a regular basis; however, the question of how often is subject to several countervailing pressures.

While an annual review might appear to be an attractive target, the process of Policy review is time-consuming and costly. Thus a more rational course would establish a fixed point on the calendar and coincide this with other national and sectoral reviews and conferences. This Policy therefore requires that it should be subject to a full review by an inclusive group of representative EDSEC stakeholders no less than every 5 years. Moreover, every review should be preceded one-year in advance by the establishment of a MoET Working Group to assemble issues, evidence and recommendations for a formal, inclusive review one-year later.

That said, there is also a case for Interim Reports to inform the sector. Assuming the routine functioning of EMIS and the M&E systems, a short, key-point Annual Report on EDSEC Policy Implementation should be considered in order to monitor education system performance and progress as well as mobilize international development interest and support.

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## 17. SWAZILAND EDSEC SITUATION ANALYSIS

The *2009 Report* by the MoET and World Bank serves as the most up-to-date and complete sector situation analysis available. For this reason no attempt is made here to duplicate this very lengthy and detailed document and it is suggested that further interest in this be directed to the MoET, who hold copies. All data used in this EDSEC Policy is referenced from this source, which is herewith gratefully acknowledged.

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## APPENDIX A: INTERNATIONAL & REGIONAL COMMITMENTS & AGREEMENTS

Swaziland subscribes to, or is a signatory to, the following international instruments which underpin or inform the National EDSEC Policy:

- The Universal Declaration of Human Rights, 1948
- International Covenant on Economic, Social and Cultural Rights, 1966
- The UN Convention on the Rights of the Child, 1989
- United Nations Educational and Cultural organization (UNESCO) Hamburg
- The UN Convention on the Rights of Persons with Disabilities
- UN Convention of Elimination of all discrimination Against Women
- Final Report of the World Conference on Education for All; Meeting Basic Learning Needs, Jomtien, Thailand, 1990
- The Declaration of the World Education Forum: the Dakar Framework 2000
- International Covenant on Economic Social and Cultural Rights, 1966
- Hague Convention on Protection of Children and Cooperation in respect of Inter-Country Adoption, 1980

Swaziland subscribes to, or is a signatory to, the following regional instruments which underpin or inform the National EDSEC Policy:

- The African Charter on the Rights and Welfare of the Child, 1990
  - African Union Windhoek Declaration on Social development
  - The SADC Protocol on Education and Training, 1997
  - SADC Charter of Fundamental Social Rights, 2003
  - African Union Social Policy Framework
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## APPENDIX B: MOE&T ORGANOGRAMME AND STRUCTURE

