UNESCO
CULTURE FOR DEVELOPMENT
INDICATORS

Swaziland's Technical Report

The UNESCO Culture for Development Indicators (CDIS) is an advocacy and policy tool developed within the framework of the Secretariat of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression. Tested and implemented in 11 countries since 2009, the CDIS demonstrates, through quantitative and qualitative data, the enabling and driving role of culture in sustainable development. Its main objectives are to:

- Provide evidence-based justification for the inclusion of culture in national and international development strategies and plans;
- Gather new data for informed policies and monitoring systems for culture;
- Build capacities in data collection and analysis on culture and development;
- Promote awareness of culture's role in sustainable development through participative inter-institutional dialogue;
- Foster a comparable understanding at the international level.

More information on the CDIS (www.unesco.org/creativity/cdis).

The CDIS Country Technical Reports are prepared for information purposes only to convey the process of implementation of the CDIS and the methodology of construction used for the CDIS indicators at the national level.

DISCLAIMER

UNESCO CULTURE FOR DEVELOPMENT INDICATORS

TECHNICAL REPORT

SWAZILAND

SWAZILAND: Culture for Development DNA

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Supported by:

Acknowledgements

Acronyms

1. SNTC: Swaziland National Trust Commission
2. SNCAC: Swaziland National Council of Arts and Culture
3. NCC: National Curriculum Centre
4. MOET: Ministry of Education and Training
5. CSO: Central Statistics Office
6. NATCOM: National Commission (for UNESCO)
7. CDIS: Culture for Development Indicators
8. EMIS: Education Management Information System
9. MICS: Multiple Indicator Cluster Survey
10. NDS: National Development Strategy
11. MOET: Ministry of Education and Training

Chapter 1

1.1 Introduction

The UNESCO CDIS is a pioneering research and advocacy initiative designed to measure the contribution of culture to national development by illustrating the relationships between culture and seven key policy areas, including education, social participation, gender equality and economic growth.

Through a cross-analysis of 22 indicators, the CDIS provides national policy makers and the development community with an evidence-based picture of how culture can support the achievement of development objectives, including the Millennium Development Goals.

The CDIS and the indicators obtained will increase awareness on the importance of culture for the development of Swaziland and will serve as a useful tool for the National Commission and other key stakeholders, when positioning culture in national development strategies.

The following dimensions were studied:

1. Economy
2. Education
3. Governance
4. Social Participation
5. Gender Equality
6. Communication
7. Heritage

The construction of indicators was completed after three workshops were held for the CDIS project. The last workshop was held on the 26th November 2013 where the results from the project were delivered to the various stakeholders. This document will summarize the technical aspects and methodology of the implementation process, the calculations and findings for the 22 CDIS indicators, as well as initial elements of analysis.

Chapter 2

IMPLEMENTATION PROCESS

1. The Swaziland Country Team

While carrying out the project, the National Commission for UNESCO in Swaziland requested the Swaziland National Trust Commission (SNTC) to lead the project; Ms Temahlubi Nkambule, SNTC National Monuments Officer was the project leader.

Other team members were:

- Vusi Nkambule; Swaziland National Arts and Culture Council (SNCAC)
- Sipho Zwane; Ministry of Education and Training (Sports and Culture Department),
- Sabelo Simelane; National Statistics Office,
- Lindiwe Vilakati; National Curriculum Centre Officer and
- Phumzile Hlophe; NATCOM Programme Officer

2. Stakeholders

The team met and drafted a list of stakeholders that were seen to be key in the project. These stakeholders were to assist in constructing the dimension as well as providing relevant information or sources that will help in the construction of the dimensions.

A list of stakeholders can be found in the annexes.

3. Stakeholders' meetings

During the course of the project, the team held three stakeholders' meeting in order to ensure that implementation was highly participative and encourage national ownership of the outcomes, fostering sustainability of the project post-implementation.

3.1. Zero workshop

The first meeting was held on the 2nd of October 2013, at the King Sobhuza II Park. This meeting was urgently organised to take advantage of the presence of Damir Dijakovic, of the UNESCO Windhoek, in the country. It was anticipated that many stakeholders would attend. However, in the end, few stakeholders were able to attend due to the last minute

preparations, and thus it is referred to as a 'zero' workshop that brought together select key actors to facilitate implementation and introduce the project.

The list of stakeholders presented can be found in the annexes.

3.2 First stakeholders' meeting

A first stakeholders' meeting was held, again at the King Sobhuza II Park, on the 15th October 2013. A larger audience attended the meeting. Emphasis was given to focus or target those who were not able to attend the zero workshop.

Again, the team introduced the project to all stakeholders. The 7 dimensions were explained to the audience. At the end of the programme, discussions were opened where the stakeholders asked questions, made comments and suggestions. Stakeholders were requested to make contributions to identify additional data sources in order to be abe to complete the construction of indicators. They identified several pertinent sources where useful information can be located.

The list of stakeholders presented can be found in the annexes.

3.3 Second stakeholders' meeting

The Final Presentation Workshop of the UNESCO Culture for Development Indicators (CDIS) took place on November 26, 2013 in Lobamba at the King Sobhuza II Park.

The meeting was officially opened by the SNTC Chief Executive Officer, Mr. Titus Dlamini.

The Workshop was organized by the Swaziland National Trust Commission (SNTC), with the support of the Swaziland National Commission for UNESCO and the UNESCO Windhoek Office. The workshop was attended by 38 representatives from key public institutions and

ministries, universities, civil society and non-governmental organizations.

During the workshop, the final results of the CDIS were presented and participants were invited to discuss their significance in the Swaziland context, as well as to discuss the technical aspects of their construction. The presentation of these results generated a dynamic debate. Participants acclaimed that the CDIS opened their eyes to a new way to see culture as a much larger sector that was profoundly connected to various issues of development, and the need to approach such issues in a holistic manner. The CDIS being a first exercise in cultural statistics at the national level, participants recognized the interest for pursuing such work further in the future and establishing partnerships between key stakeholders such as the Central Statistics Office, government bodies in charge of culture and traditional chiefs.

As Swaziland is currently in the process of debating the National Arts and Culture Council Bill in Parliament, which if adopted will be the first national framework law on culture, the time is right for the CDIS to change perceptions of culture and development through the use of facts and figures. Such data will also assist in the better integration of culture in medium-term national development strategies and advocating for the pursuit of improved national statistical systems.

4. Sources of information

Several different types of data sources and techniques were used by the team to gather the information that was used in the construction of the 22 CDIS indicators over 7 dimensions.

- **International sources**

    Some information used to construct the seven dimensions was from international sources. These include, among others, the Afro-Barometer report (2013), Freedom House, UNESCO sources, World Bank Reports, Measuring the Information Society

Annual Report (2013), ITU (2013), Southern African Migration Project (2001) and others.

- **National Sources**

  National sources were also used in the construction of the indicators. These included the Constitution of the Kingdom of Swaziland (2005), National Development Strategy (1997-2022), Government Programme of Action (2008-13), Education and Sector Policy (2011), MICS Report (2010), Swaziland Demographic and Health Survey (2006/2007), Swaziland National Council of Arts and Culture Policy (2011), EMIS Report (2010), Swaziland National Council of Arts and Culture Bill (2011), Swaziland National Council of Arts and Culture Strategic Plan (2011), and Current Trends in Education (1976), among others.

- **Institution Reports and Work Schedules**

  Some information came from reports of different national institutions. These included annual reports and quarterly reports from the Swaziland National Trust Commission, Swaziland Television Authority work schedule, and the time tables from different schools in Swaziland, amongst others.

- **Consultations with Stakeholders**

  Other information came directly from the different stakeholders identified. This information was also very helpful in the construction of the dimensions and particularly for the analysis of results. However, it is worth noting that not all this information was able to be used for the construction of indicators as it was often oral and not an official source; this kind of information did however assist in analyzing the results. During these consultations most stakeholders identified sources that yielded the required information.

Chapter 3

CONSTRUCTION OF INDICATORS AT THE NATIONAL LEVEL

1. Economy Dimension

This dimension examines the contribution of the culture sector to economic development.

Due to the inavailability of finalized raw data at the national level, the core indicator on the contribution of cultural activities to GDP could not be constructed.

(a) Cultural Employment

- **Indicator:** Percentage of persons engaged in cultural occupations within the total employed population.
- **Data Source:** Swaziland Labour Force Survey (2010).
- **Year of Data:** 2010
- **Institution(s) consulted:** Central Statistics Office.
- **Final Result:** 1.85%
- **Note:** constructed according to ISIC Rev.4 codes to the 2 digit level

The purpose of this indicator is to assess the role of culture as an "employer" at the national level, its potential in improving the material welfare of those employed in the sector and the vitality and dynamism of the cultural sector.

(b) Household expenditures on culture

- **Indicator:** Percentage of household final consumption expenditures on cultural activities, goods and services set against total household final consumption expenditures
- **Data Source:** Swaziland Household Income and Expenditures Survey (2009).
- **Year of Data:** 2009
- **Institution(s) consulted:** Central Statistics Office.
- **Final Result:** 0.44%

The purpose of this indicator is to assess how resident households value cultural goods and services through market transactions and the allocation of income supporting national and

foreign cultural production. It allows to obtain insight into the size and the potential of the national market for cultural activities, goods and services.

2. Education Dimension

Education is essential to inclusive and sustainable human development, and critical for the emergence of knowledge-based societies, capable of devising innovative strategies in order to face future challenges. It is fundamental for the strengthening and diversification of skills and social potential in a society. Recognizing the interconnection between education and culture is essential to build the foundations of a society, appreciates cultural diversity and develops its creative talents.

(c) Inclusive Education

- **Indicator:** Index of average years of schooling of the population between the ages of 17 and 22, adjusted to reflect inequalities.
- **Data Source**: EFA Global Monitoring Report 2010- Reaching the Marginalized**.**
- **Year of Data:** 2006
- **Institution(s) consulted:** Ministry of Education, National Curriculum Centre.
- **Final Result: 0.73/1**

The purpose of this Indicator was to evaluate:

1) The implementation of the cultural right to education in primary and the first two years of secondary education;

2) The extent to which children and young people can, on an equal footing, take up positive opportunities for interaction and integration and have access to the knowledge, values and skills required to contribute to their society's development and their own continuing personal development;

3) The levels of deprivation and marginalization in education in the country.

Index of average years of schooling of the population between the ages of 17 and 22, adjusted to reflect inequalities

Final Result 0.73/1
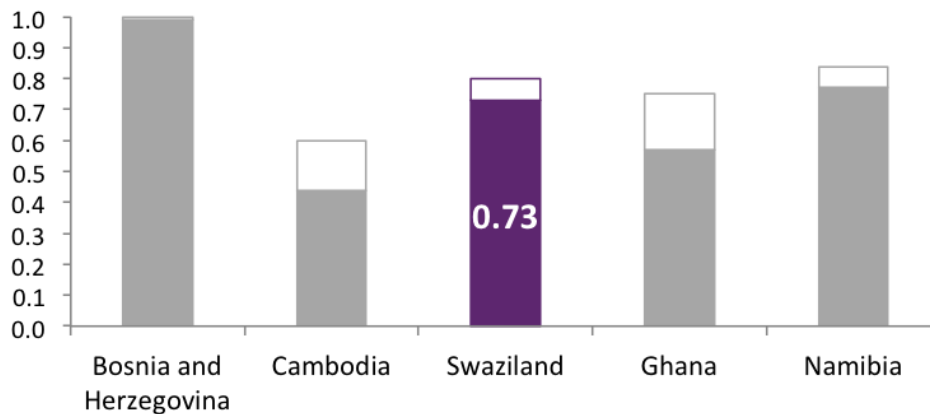
Source: EFA, 2010 Global Monitoring Report, UNESCO (2006). Methodology: UNESCO CDIS

What this graph shows is Swaziland's results, compared to those of other participating countries in the CDIS.

A result of 1 is an optimum result, reflecting public authorities' efforts to provide complete, fair and inclusive education. Such a result reflects a situation where the average number of years of schooling of the population between the ages of 17 and 22 is 10 or more, and none of its members are living in deprivation, having fewer than 4 years of schooling.

According to the 2010 UNESCO EFA Global Monitoring Report- Reaching the marginalized, , the average number of years of schooling in Swaziland is 8, which would make for a result of 0.8/1 of the population between the age, but there remains inequality in Swaziland. 9% of the population 17-22 is estimated as having less than 4 years of education. Thus, the adjusted indicator (reflected in the white gap of Swaziland's bar in the graph) is 0.73/1, reflecting the average when adjusted for continuing inequality.

- ***Relevant National Policy References***
  - ○ ***The Government Programme of Action (2008-13)***
    - Recognizes that education is one of the basic rights and that an educated and skilled nation is one that can find the fast track to prosperity.

- o *Education Sector Policy (2011)*
  - "To ensure equitable access to inclusive, life-long quality education and training for all Swazi citizens."
  - "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."
  - "Every Swazi citizen has the right to education."

(d) Multilingual Education

- **Indicator:** Percentage of instructional hours dedicated to promoting multilingualism in relation to the total number of hours dedicated to languages
  (first two years of secondary school).
- **Data Source:** Official Nationally Required Timetable in Current Trends in Educational Policy, 1976. National Curriculum Centre; the Constitution of the Kingdom of Swaziland (2005); the Swaziland Education Sector Policy, Article 7.4 (2011).
- **Year of Data:** 2013
- **Institution(s) consulted:** Ministry of Education, National Curriculum Centre.
- **Final Result:** 50%

Percentage of instructional hours dedicated to promoting multilingualism in relation to the total number of hours dedicated to languages (first two years of secondary school)

0%

50%

0%

■ Official Language (English)
■ Official Language (siSwati)
■ Local Languages
■ International Languages
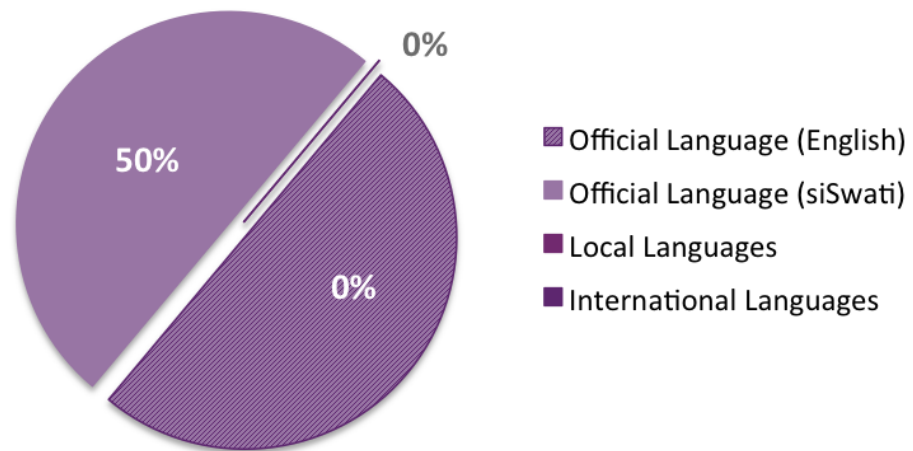
Source: National Required Timetable in Current Trends in Education Policy, National Curriculum Center (1976). Methodology: UNESCO CDIS

The purpose of the Indicator is to evaluate the extent to which multilingualism is promoted in basic secondary education as an approximation of the levels of promotion within the education system of interculturality, and valorization and understanding of cultural diversity, both at the national and international levels.

The calculations are based on percentages of total hours required to be dedicated to languages, which are specifically required to be dedicated to the teaching of Official and National Languages, Local and Regional Languages and International Languages.

Thus, the final result for this indicator in Swaziland is 50%, which indicates that according to the Official Curriculum Policy of 1976, which is still in application in 2013, 50% of the time is to be spent teaching one of the official national languages, while the other 50% of the time is spent teaching the other official national language during the first two years of secondary school (grades 8-9, which is Form 1 and 2 in the case of Swaziland),.

This is a descriptive indicator, the final result are thus to be interpreted given the local context. The indicator value varies from 0 to 100%, with 0% representing a situation in which, during the first two years of secondary school, 100% of the instructional hours dedicated to teaching languages are used to promote only one official or national language and 100% representing a situation in which, during the first two years of secondary school

(grades 8-9), 0% of the instructional hours dedicated to teaching languages is used to promote at least one official or national language. Neither 0% nor 100% is an ideal. This is intended to evaluate the level of promotion of multilingualism in the education system.

A low percentage of hours dedicated to teaching at least a second language (whether official, regional, local or international) generally means that linguistic diversity is not encouraged through education and that efforts fall short when promoting interculturality and enhancing the valorization of cultural diversity, both nationally and internationally. Nor is 100% an ideal result, as it denotes disregard for secondary-school pupils' needs to continue to learn at least one official or national language, which strengthens their own identity and basic skills acquisition for full personal capacity building and continued learning.

In all, 100% of the time is dedicated to teaching national/official languages in the first two years of secondary school, which is broken down to 50% of the time for one of the national languages- English, and 50% of the time for the other national language- siSwati.

- -0% of the time is dedicated to local or regional languages, as no local or regional languages are recognized in Swaziland.
- -0% required time for international languages.

Given the Swazi context, this shows a relatively high level of valorization of national linguistic diversity.

Yet, there is 0% required time for teaching of international languages. However, some schools do offer French as an optional course.

To increase promotion of interculturality, and enhance valorization of international cultural diversity, perhaps an expansion of language opportunities beyond national languages to additional international languages could be envisaged (though English is already a very useful language internationally).

- ***Relevant National Policy References***
  - ***Education Sector Policy (2011)***
    - The Education Sector Policy (2011) recognizes goals to 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; as well as a need to understand and appreciate the cultural diversity and live responsibly in an interdependent world.

- o *Swaziland National Arts and Culture Council Policy (2009)*
  - ▪ SNCAC Policy (2009) states that there is need to give specific attention to siSwati, "there is an increasing risk that SiSwati will eventually lag behind "Ensure protection of SiSwati language."

(e) Arts Education

- **Indicator:** Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours (first two years of secondary school)

- **Data Source:** Official Nationally Required Timetable in Current Trends in Educational Policy, 1976. National Curriculum Centre; the Constitution of the Kingdom of Swaziland (2005); the Swaziland Education Sector Policy, Article 7.4 (2011).

- **Year of Data:** 2013

- **Institution(s) consulted:** Ministry of Education, National Curriculum Centre.

- **Final Result:** 0%

Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours (first two years of secondary school)
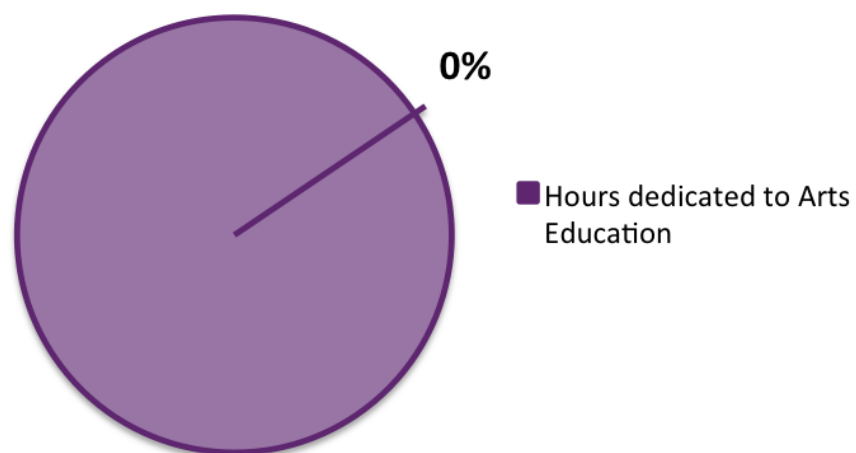
Source: National Required Timetable in Current Trends in Education Policy, National Curriculum Center (1976). Methodology: UNESCO CDIS

The purpose of this Indicator is to evaluate the extent to which arts education is valued in basic secondary education as an approximation of the levels of encouragement in the education system of creativity and creative talents, as well as the promotion of the appreciation of cultural expressions and the "desire for culture" among the young public. This is a descriptive indicator; the percentage is interpreted given the local context. The result is 0% since no arts education is part of the current required curriculum. This means that students have few opportunities to be exposed to these fields or to develop, cultivate and explore their talents, skills for future careers, or interests in arts and culture.

However, it has been noted that currently some limited opportunities are available in some schools, as extracurricular activities. The activities include traditional dances, dance, drum majorettes and singing. These activities are done out of the normal school time table. This suggest that there is a very low level of public priority given to arts education and fostering the culture sector and enjoyment of culture through education. Nevertheless, this situation will hopefully change in the near future as the Education Policy and Curriculum is long overdue for renewal. It dates from 1976.

The Ministry of Education has already introduced Practical Arts into the primary school system. The subject starts at Grade 3 up to Grade 7. From Grade 3 - 5, practical arts integrate Music, Drama, Dance and Visual arts.

In 2010, The Ministry of Sports, Culture Youth Affairs, developed a policy that would require the mainstreaming of the Arts into the Secondary schools in the country. The Ministry of Education as the implementing Ministry took it upon itself to ensure that this policy is indeed implemented. The Ministry of Education through the National Curriculum Centre started working on a number of activities leading up to the mainstreaming of the Arts and Culture into the school system. These activities included the following; Stakeholders Memorandum, Situational analysis, Needs Assessment. Currently, the National Curriculum Centre is developing the Arts and Culture Syllabus. The Arts and Culture syllabus will constitute two pillars, Performative Arts and Visual Arts. Performative arts include Drama & Dance, Music; the Visual Arts include Fine Art, Art & Craft and Media Studies. This programme will be implemented in all the secondary schools in the country as a core subject and all learners are expected or required to take it. It is believe that this programme

will equip the learners with competent skills. The learners are also expected to take Entrepreneurship, which will be another core subject in the schools. The Entrepreneurship will help inculcate business skills to the learners to enable them to realize business opportunities for their artworks. This will enable them to be active participants in the growth of the economy and help alleviate poverty.

This programme will be examined to enable the learners to implement the skills they have learned. There will be both practical and theory as part of the examination. For instance, in music the learners will be required to compose a music piece and perform it. Through all the Art disciplines, culture will be exhibited through the learners' artworks.

The Arts and Culture programme will be implemented in all secondary schools in 2016. It has noted that this programme dove-tail with the Primary Practical Arts.

The NDS (1997-2022) call to incorporate the teaching of cultural values into the educational curriculum.

Education Sector Policy (2011)

- Recognizes goals to appreciate the fine and performing arts; and to take advantage of opportunities for lifelong learning with creative minds.
- "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 and Culture..."
- Strategic goal to develop a framework to "Develop vocational alternatives subject curriculum such as, but not limited to Visual Arts; Performing Arts; Culture" (short term)
- (medium term goal) "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."
- "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."

The SNCAC policy (2009)

- "To stimulate and foster creativity in all spheres of national life so that Swaziland improves the quality of life of its citizens whilst making a unique contribution to the development of humanity."

- "To develop data and resource materials on Swazi culture for schools, tertiary institutions and the general public".

- "Our traditional performing and visual arts should be handed down from generation to generation through socialisation in the home, community and traditional education syllabi in schools, colleges and universities."

- "Schools are significant promoters of art and culture in Swaziland. Although there is currently no formal Art and Culture curriculum in the school system, recent developments have seen the introduction of Practical Arts and Technology at the primary school level. "

- "Art and Culture should be recognised as a subject and its curriculum should be developed for the school system especially at primary and secondary level.

- Arts and Culture studies should be included in the timetables in schools and tertiary institutions to stimulate the student's creative genius."
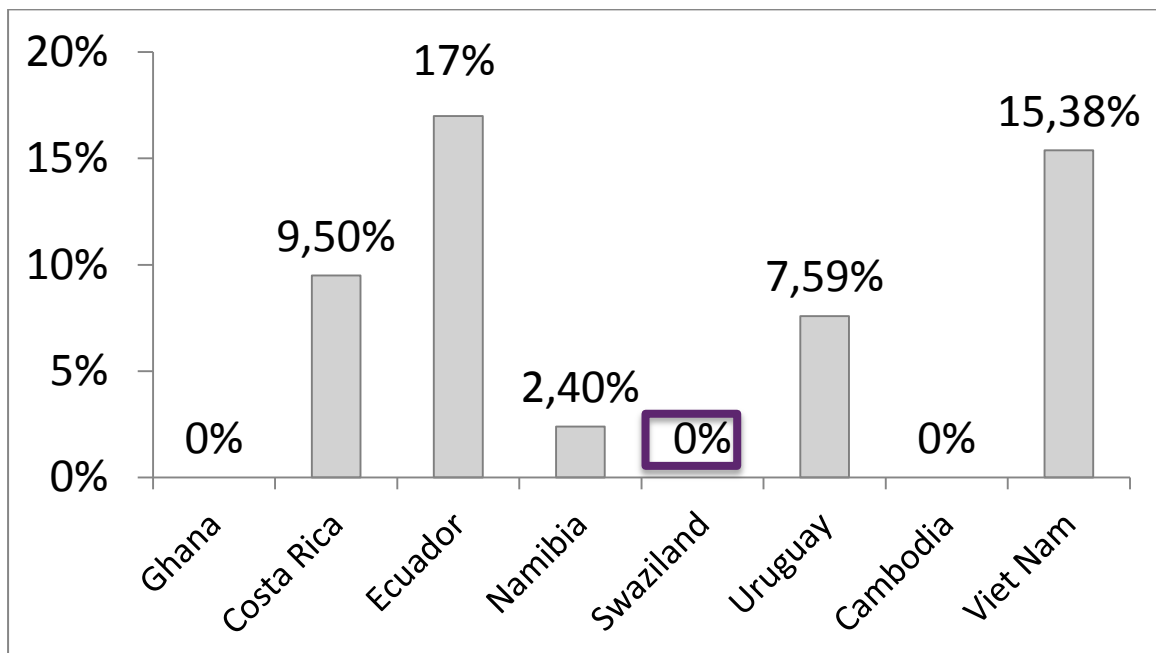
This graph shows you how Swaziland compares to other countries participating in the CDIS. Ecuador, for example, attaches great importance to nurturing creativity in the education system, encouraging the development of artistic talents that have significant potential for job creation and employment in the cultural industries, fields of innovation etc, and nurturing an enjoyment of the arts and culture.

Swaziland currently compares to Ghana and Cambodia for this Indicator with 0% essentially because no arts education is part of the current required curriculum (note that Cambodia is currently writing their first national Cultural Policy and it is hoped that this situation may change in the near future, as in Swaziland).

(f) Professional training in the culture sector

- **Indicator:** Index of coherency and coverage of technical and vocational education and training (TVET) and tertiary education systems in the field of culture

- **Data Source:** Official Nationally Required Timetable in Current Trends in Educational Policy, 1976. National Curriculum Centre; The Constitution of the Kingdom of Swaziland (2005); The Swaziland Education Sector Policy, Article 7.4 (2011).

- **Year of Data:** 2013

- **Institution(s) consulted:** Ministry of Education, National Curriculum Centre.

- **Final Result : 0.3/1**

Index of coherency and coverage of technical and vocational education and training (TVET) and tertiary education systems in the field of culture

Final Result : 0.3/1
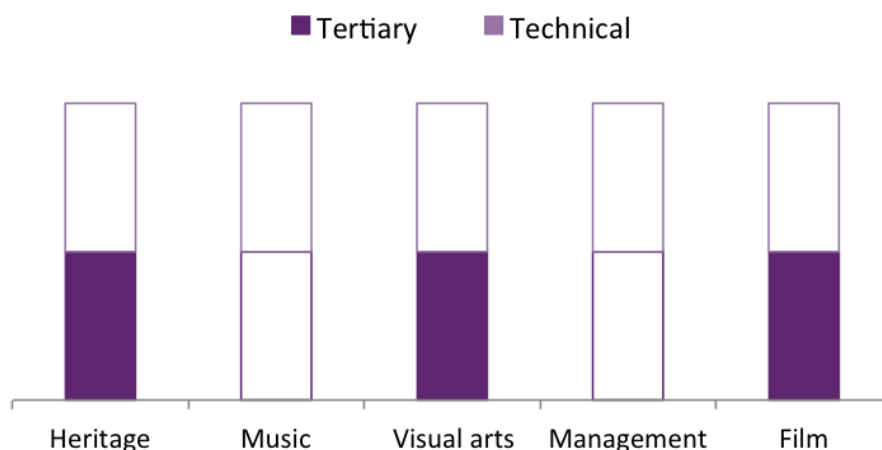
Source: Consultations with key stakeholders (2013). Methodology: UNESCO CDIS

The purpose of this Indicator is to evaluate the extent to which the public and private government-dependent national education system is sufficiently comprehensive in providing various types of training (technical, vocational and tertiary) in different cultural fields to current and future cultural professionals. Significant insights are thus obtained on the levels of public-sector investment aimed at fostering the emergence of a dynamic and competitive "creative class." Only programs at public institutions or public/government-dependent private institutions are counted in the construction of the indicator in order to evaluate levels of public investment.

The bench marks ranges between a values of 0 to 1. Zero being the lowest and 1 maximum or the optimum or desired**.** The result for Swaziland is 0.30 as you can see from this visualization; there remain many gaps in the education system. No technical training exists in heritage, music, visual arts, cultural management, or film and image. No tertiary programs exist in music or cultural management.

Regarding tertiary programs in the area of heritage, the University of Swaziland offers the opportunity to major in History; the Institute of Development Management offers a Diploma program in Library and Information, as well as in Archives Administration & Records Management; and the Limkokwing University offers a diploma program in Architecture.

Regarding tertiary programs in the visual arts, the Limkokwing University offers specialist degree programs in design; The Swaziland College of Technology (SCOT) offers a diploma program in technical drawing; the University of Swaziland offers a B.sc. program in Textile

and Apparel Design and Management; and CODEC offers certificate program in fine arts and design.

Regarding tertiary programs in Film and image, the Limkokwing University offers a degree in Television and Film Production, and an Associate Degree in Creative Multimedia; the University of Swaziland offers a Bachelor Degree in journalism.

No technical programs in these select cultural areas are offered in public or public/government dependent institutions. Thus, a result of 0.3/1 suggests a relatively low level of public investment in professional training in the culture sector, particularly regarding technical trainings. Such lack of provision can hinder the emergence of a dynamic cultural class and the development of competitive local cultural enterprises and industries. While many Swazis opt to attend higher education (tertiary) programmes outside of Swaziland (notably in South Africa), in part due to the limited size of the country, the importance of technical, more practical trainings is not to be under-estimated for the development of the full-spectrum of occupations and flourishing of the culture sector. More public investment is needed in the identified gap areas.

However, it should be noted that a limited selection of technical trainings are made available by national private institutions. For example several private academies offer courses in music, some private galleries offer training in silver and gold work, and similar opportunities exist for film.

NDS (1997-2022)

- "Strategy of Economic empowerment, which involves raising the capability of various national groupings to widen their choice horizons".

Government Programme of Action (2008-2013)

- "We shall go further and improve the quality and relevance of education, seeking to ensure that school leavers are well-equipped in practical and business skills that can be utilised in productive and self-sustaining enterprise".

Education Sector Policy (2011)

The Ministry of Education and Training continues to recognize the importance of relevant education and skills in the transformation of the economy

- "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".

- "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."

SNCAC Policy (2009)

"Swaziland currently has no formal school of art and opportunities to study performing or visual art are limited. Art and Culture related studies should be included at all levels of education. The provision of such training in all aspects of culture is fundamental".

SNCAC Strategic Plan (2012-17)

"Traditional craft making is a huge employer especially in the rural areas. The policy will seek to promote the development of creative and improved skills in craft production."

3. Governance Dimension

This dimension deals with regulations, policies, measures, institutional mechanisms and the availability of cultural infrastructure put in place by public authorities to structure dynamic cultural sectors, strengthen cultural processes from a development perspective and protect and promote cultural diversity in all its forms. Taken all together this dimension can provide an overview of a country's national system of cultural governance and institutionalism.

The Government Programme of Action 2008-13 encourages private sector to get involved in cultural activities. Here instead the focus is on how the Government is involved in encouraging culture through the creation of a nurturing environment.

(a) **Standard-setting Framework for Culture**
- *Indicator:* *Index of development of the standard-setting framework for the protection and promotion of culture, cultural rights and cultural diversity.*
- *Data Source:* *Swaziland National Constitution (2005); SADC protocol (2006); SNTC Act (1972); Books and Newspapers Act (1963); Copyright Act (1921); Cinematograph Act (1920); Swaziland Television Authority Act (1983); Swaziland Broadcasting Act (1983).*
- *Year of Data:* *2013*
- *Institution(s) consulted:* *Ministry of Foreign Affairs, Swaziland National Trust Commission, Swaziland National Arts and Culture Council.*
- *Final Result:* *0.42/1*

Index of development of the standard-setting framework for the protection and promotion of culture, cultural rights and cultural diversity

Final Result : 0.42/1
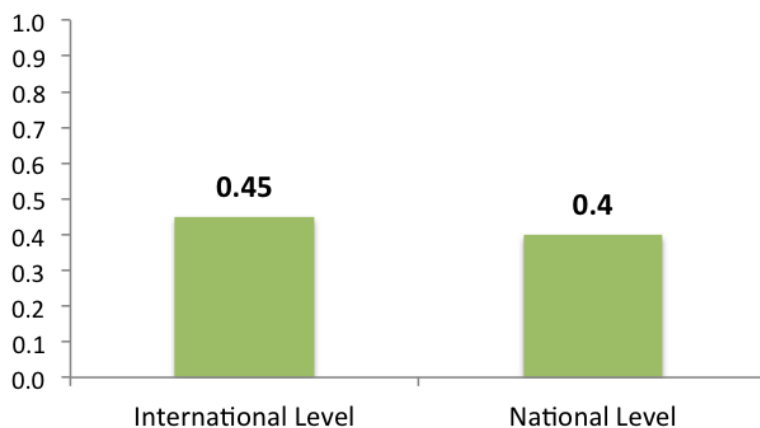
Source: Constitution of the Kingdom of Swaziland (2005); SNTC Act (1972); Ministry of Foreign Affairs (2013). Methodology: UNESCO CDIS

The indicator is meant to analyze the following:

1) The extent to which the key international legal instruments affecting cultural development, cultural rights and cultural diversity have been ratified and/or adopted and national legal frameworks established to recognize and implement the obligations accepted;

2) The extent to which national legislation and regulations govern the interventions implemented by the State and other interested parties which aim to promote cultural sectors and processes from a development perspective.

The benchmark ranges between values of 0 to 1. Zero being the lowest and 1 maximum or the optimum/desired.

Swaziland's results for the Standard-setting Framework for Culture:

- Supranational/International Level is 0.45/1
- National Level is 0.4/1
- Overall Total is 0.42/1

International level (0.45/1)

As for the international level, the result of 0.45/1 indicates significant areas of improvement as well as certain areas of already accomplished achievements.

Based on information gathered from the Ministry of Foreign Affairs, the International Relations Office, regarding the Supranational/ international level indicates that Swaziland has yet to ratify several key binding international instruments or explicitly incorporate key universal recommendations and declarations in national law:

For example, Swaziland has not yet ratified (to name a few):

- Optional Protocol to the International Covenant on Economic, Social and Cultural Rights;

- UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects;

- 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict;

- 1971 Universal Copyright Convention;

- Berne Convention for the Protection of Literary and Artistic Works;

- WIPO Copyright Treaty - WCT.

Or to incorporate in national law:

- 2001 UNESCO Universal Declaration on Cultural Diversity;

- 1986 Declaration on the Right to Development;

- Stockholm Action Plan on Cultural Policies for Development;

- 1980 UNESCO Recommendation concerning the Status of the Artist.

However, in spite of the outstanding areas for improving the environment in favour of flourishing culture sector, it should be noted that Swaziland has recently made significant strides in ratifying certain key pieces of legislation in 2012:

- 2005 Convention on the Protection and Promotion of Diversity of Cultural Expressions;

- 2003 Convention for the Safeguarding of the Intangible Cultural Heritage;

- 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property;

- Convention on the Rights of Persons with Disabilities.

National level (0.4/1)

The Constitution of the Kingdom of Swaziland (2005) already recognizes cultural and linguistic diversity, the cultural right to an education and the right to participate in cultural life. However, to improve the favourable environment for the promotion of culture, cultural rights and cultural diversity, provisions regarding the following have yet to be included:

- Right to benefit from scientific progress and its applications;

- Free exercise of creative activity; a person's right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he or she is the author.

At the national level, more could also be done to reinforce the national legislation in support of the culture sector.

While select sectoral framework laws exist, for example the SNTC Act of 1972 relative to heritage, Books and Newspapers Act of 1963, Copyright Act of 1921, Cinematography Act of 1920, Television Authority Act of 1983 to mention a few. Many of these laws pre-date independence (1968) and are overdue for being updated given the significant changes in the national and international context. These laws must be updated and take into consideration important technological advances (e.g. Cinematography Act from 1920 still in force yet now there are lot of changed in the filming industry like digitization).

In addition, many other national framework laws have yet to be adopted. For example:

- No national framework law on culture;

- No Existence of other sectoral laws dealing with culture (music, visual arts, performing arts;

- No Existence of neighbouring rights legislation;

- No Existence of laws or regulations or decrees regulating public assistance and subsidies for the cultural sector;

- No Existence of laws or regulations or decrees to create favourable environments for culture and creativity: promotion of arts education.

However, there are several bills currently being debated in Parliament and if passed will become laws improving the current environment, for example:

- National Arts and Culture Council Bill, 2011;

- Intellectual Property and Neighbouring Rights Bill;

- Act on Cinematography Bill (review).

The absence of copyright law in Swaziland has been a thorny issue to artists for many years. Many artists have lost a lot of money and recognition because they could not lay legal claim to their rights for published creative works. Copyright protects both the economic and moral rights of the artists' creative work so as to derive benefits from them. These laws above will strengthen the copyright governance. As a key intervention, there is a great and urgent need to enact a Copyright Law without delay.

(b) **Policy and Institutional Framework for Culture**
- *Indicator: Index of development of the policy and institutional framework for the protection and promotion of culture, cultural rights and cultural diversity*
- *Data Source: Swaziland National Trust Commission Act of 1972; Swaziland National Culture and Arts Council Policy (2011); Constitution of the Kingdom of Swaziland (2005); Private Enterprise Unit (PEU) Act; National Development Strategy (1997-2022)*
- *Year of Data: 2013*

- ***Institution(s) consulted:*** *Ministry of Sports, Culture and Youth Affairs; Swaziland Communication Commission; Swaziland National Trust Commission;*
- ***Final Result:*** *0.75/1*

Index of development of the policy and institutional framework for the protection and promotion of culture, cultural rights and cultural diversity

Final Result : 0.75/1
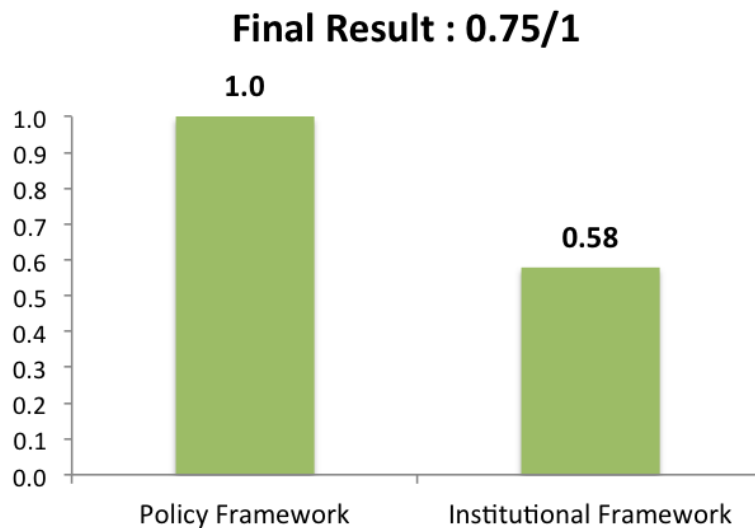
Source: Swaziland National Arts and Culture Council Policy (2011); Ministry of Sports and Youth Afairs. Methodology: UNESCO CDIS

The Policy and Institutional Framework for Culture indicator is meant to analyze the following:

1) the priority strategies and areas of action forming the action programme established by the public authorities to promote cultural sectors and processes from a development perspective;

2) the main characteristics of the political and administrative system responsible for implementing the standard-setting framework for culture and for formulating, applying and managing cultural policies (type of bodies and position in the hierarchy, main areas of competence, etc.); and

3) the degree to which governance of culture is decentralized.

The benchmark ranges between values of 0 to 1. Zero being the lowest and 1 the maximum or the optimum or desired stage.

The results as shown above are:

- Policy Framework is 1/1
- Institutional Framework is 0.58/1
- Total is 0.75/1

A score of 1/1 for the *policy framework* indicates that many key culture and sectoral policies are in place, namely the 2011 National Arts and Culture Council Policy which is broad in scope and covers the various individual sectors. In addition, Culture has been integrated in the 1997 National Development Strategy (25 year document).

The importance of culture was also recognized in the Government Priority Programme for 2008-2013, recognized as important for Youth. However, no concrete public objectives were established, rather the private sector was encouraged to invest in culture and sports.

For the *institutional framework*, a result of 0.58/1 indicates both areas of achievement as well as significant areas for improving the environment in favour of a flourishing culture sector. While key institutions like the Ministry of Sports Culture and Youth Affairs and the Ministry of Tourism and Environmental Affairs are in charge of culture and a committee dealing with culture within the Parliament do exist, key gaps include:

- No system for public subsidies;

- Lack of formal decentralization of responsibilities regarding culture to the regional and municipal levels, and the formation of institutions dealing with culture at these levels.

Nevertheless, the National Development Strategy (1997-2022) aims for the government to strengthen mechanisms for the decentralisation of power and decision making to ensure effective delegation and execution of national functions and duties. The National Development Strategy (1997-2022) also includes a strategy of active promotion of local entrepreneurs to start own businesses or grow in their existing business.

Again, in regards to the latter, in the future the environment for culture may become more favourable as The Swaziland National Arts and Culture Policy of 2011 and strategic plan (2012 -2017) aims for this in future. However, there are not yet authorities in place.

In 2008, a new Ministry of Sports, Culture and Youth Affairs was created thus further signifying the government's commitment to the development and promotion of Arts and Culture.

(c) **Distribution of Cultural Infrastructures**

- *Indicator: Distribution of selected cultural infrastructures relative to the distribution of the population in administrative divisions immediately below State level (Relative Standard Deviation)*

- *Data Source: Consultations with key stakeholders.*

- *Year of Data: 2013*

- *Institution(s) consulted: Swaziland National Trust Commission; Swaziland Statistics Department; Swaziland National Arts and Culture; Swaziland Library Association.*

- *Final Result: 0.36/1*

Distribution of selected cultural infrastructures relative to the distribution of the population in administrative divisions immediately below State level (Relative Standard Deviation)

Final Result : 0.36/1
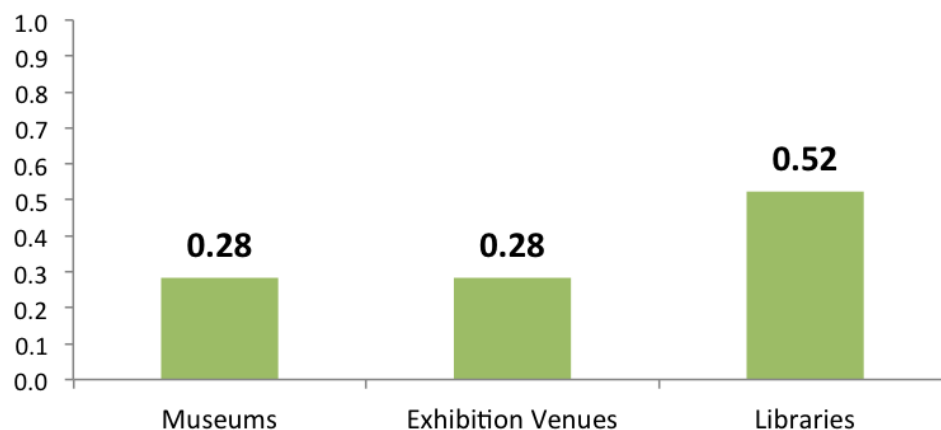
Source: Consultations with key stakeholders (2013). Methodology: UNESCO CDIS

This indicator on the Distribution of Cultural Infrastructures is meant to assess the degree of equity, in relation to the population and the administrative divisions, in which they reside, of

the coverage and distribution throughout the country of the selected cultural facilities and infrastructures for public use with a view to:

 1) Promote widespread cultural participation and broad, egalitarian access to culture and cultural life; and

2) Provide an enabling environment for culture professionals and businesses to create, produce, promote and disseminate their work.

The calculation method is based on the number of cultural infrastructures fully or partially funded by public funds that are open, running and accessible to the public including Museums, Exhibition venues dedicated to performing Arts and Libraries & Media Resource Centres.

The Total result was 0.36/1 for Swaziland. This represents the total average standard deviations for the 3 selected categories of infrastructure which are museums, libraries and exhibition venues. A standard deviation indicates how much dispersion or variation from the 'average' exists. Thus, it indicates if there is great inequality of distribution of infrastructures. The final result can vary between 0 and 1, 1 being the optimal result, indicating nearly no variation and equal distribution across the 4 Regions of Swaziland, relative to the population size of each region.

- There are a total of 4 Museums representing a relative standard deviation of 0.28/1 (one of two of the least fairly distributed categories);
- There are a total of 4 Exhibition venues dedicated to performing arts representing a relative standard deviation of 0.28/1 (one of two of the least fairly distributed categories);
- There are a total of 15 Libraries & Media Resource Centres representing a relative standard deviation of 0.52/1 (most fairly distributed, some in all regions).

Overall, a result of 0.36/1 indicates a need to improve access to cultural infrastructures in an equally distributed manner across the country. This has an impact on participation in cultural activities, which is linked to both social benefits and economy of culture.

Distribution of selected cultural infrastructures relative to the distribution of the country's population in administrative divisions immediately below State level (Relative Standard Deviation)
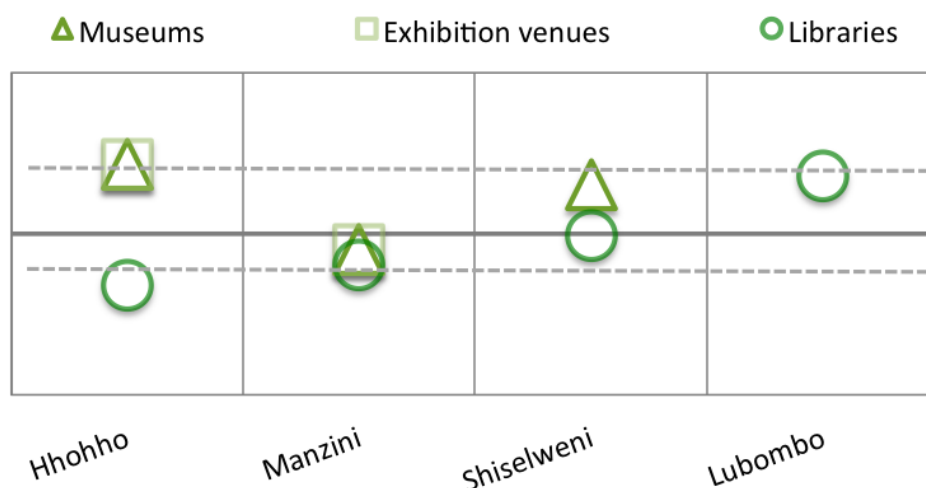
Source: Consultations with key stakeholders (2013). Methodology: UNESCO CDIS

The middle line indicates a situation in which distribution is ideal, that is to say if 10% of the population lives in one region, they have access to 10% of the national infrastructures of a selected category. This allows easily identifying highs and lows, who has more or less access to infrastructures and thus opportunities to participate in cultural activities, and where there are gaps.

For example:

- Note that the Shiselweni and Lubombo regions only have libraries, and in these regions access to these services are good and proportionate to the population size, if not more than proportionate in the Lubombo. But they have 0 accesses to exhibition venues or museums;

- Overall, the most accurate distribution relative to population size occurs in Manzini;

- In Hhohho, access to museums and exhibition venues is more than proportionate. Hhohho has ¾ museums and ¾ of all exhibition venues, likely due to the capital city of Mbabane. However, this highly populated region is under-furnished with libraries relative to the population size.

(g) Relevant National Policy References

    a. ***National Development Strategy (1997-2022)***

        i. While no direct mention of cultural facilities on the National Development Strategy (NDS) (1997-2022), it recognizes the improvement of infrastructure, services and telecommunications to stimulate development as the role of the government. However, though culture is mostly limited to its tourism potential in the NDS, regarding tourism, it is also noted the need to construct and develop recreational facilities for all people including women and other disadvantaged groups such as people with disabilities. This should include cultural venues.

    b. ***Swaziland National Arts and Culture Council Policy (2009)***

        i. The SNCAC policy (2009) on the other hand, clearly specifies the need to create an enabling environment that facilitates the preservation, development, promotion and sustainability of arts and culture and to make it accessible to every person and also to ensure that all citizens can freely, equally and democratically participate in all art and cultural activities and to enable them to benefit from the sector.

    c. ***Swaziland National Arts and Culture Council Strategic Plan (2012-2017)***

        • The SNCAC Strategic Plan (2012-17) delineates as one of the the SNCAC's activities to develop regional amphitheatres. This falls under the category of exhibition venues dedicated to the performing arts.

(d) Civil society participation in cultural governance

- ***Indicator:*** *Index of the promotion of the participation of cultural professionals and minorities in the formulation and implementation of cultural policies, measures and programmes that concern them*

- ***Data Source:*** *Constitution of the Kingdom of Swaziland (2005); Swaziland National Culture and Arts Council (SNCAC)*

- *Year of Data: 2013*

- *Institution(s) consulted: Swaziland National Arts and Culture Council*

- *Final Result: 0.69/1*

Index of the promotion of the participation of cultural professionals and minorities in the formulation and implementation of cultural policies, measures and programmes that concern them

Final Result : 0.69/1
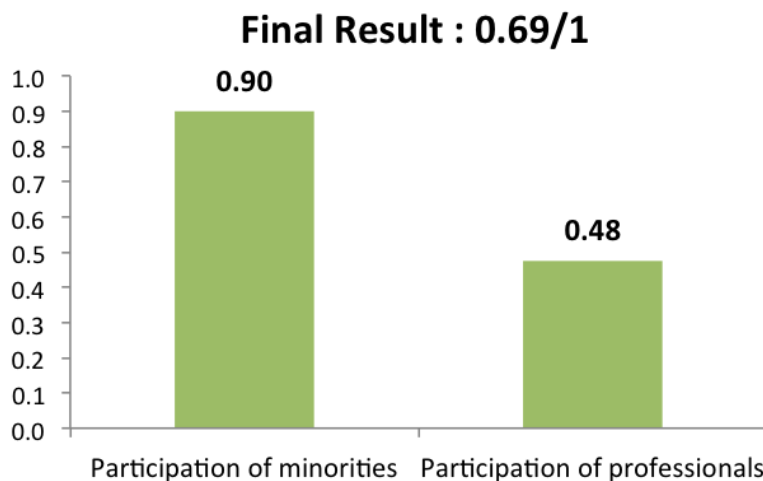
Source: Constitution of the Kingdom of Swaziland (2005); Swaziland National Council of Arts and Culture Committee (2013). Methodology: UNESCO CDIS

This indicator on civil society participation in cultural governance evaluates the opportunities open to civil society, and to culture sector professionals and minorities in particular, to participate in the formulation and implementation of cultural policies, measures and programmes that concern them, both nationally and at the regional, municipal, local level.

The final result for Swaziland is 0.69/1. This is a benchmark indicator, 1 being optimal.

For the purpose of constructing this indicator in Swaziland, flexibility was adopted regarding the definition of 'minorities,' as in Swaziland there are no recognized minorities and all Swazis are considered part of one tribe. To not penalize Swaziland for being a small, fairly homogenous country, instead flexibility was practiced, which is one of the strengths of CDIS methodology. Instead of looking at minorities is the sense of ethnic groups and indigenous people, we examined inclusive participation more generally for Swaziland, interested in the

access of individuals of all clans to participate in the decision-making process regarding cultural policies, measures and programmes that affect them.

Swaziland is also a particular country for the CDIS as it is a monarchy, and thus systems of participation are rather different than in other CDIS countries.

Adopting this flexibility, it was esteemed that a fair final result for this category is 0.69/1 as at the national level Sibaya allows for participation and having a voice with the king as a direct audience, and at the local or regional level the Chiefdom, Tinkhundla and Town Council system allows for the voicing of concerns.

Regarding cultural professionals, the result was 0.48/1. There was the acknowledgement that there are institutional mechanisms or organic structures at the national level (periodic meetings, committees) that provide for participation by representatives of cultural sector professionals (guilds, associations, networks, etc.) in processes related to the formulation and implementation of cultural policies, measures and programmes that concern them for example, the Swaziland National Council of Arts and Culture Committee. The latter can be considered as active since the last meetings were in February and June and quarterly reports submitted. This committee is permanent in nature. The resolutions of these meetings are however not binding but consultative.

A room for improvement still remains at the local or regional level where no formal structures exist, dedicated to the regular participation of cultural professionals in the decision-making process regarding policies, measures and programmes that concern them.

While some regional structures mobilise regions to form committees, this is not formalized. Regional structures are more involved in the logistics, choreography and engaging in cultural activities, such as planning and less involved in policy.

(h) Relevant National Policy References
a. National Development Strategy (1997-2022)

The National Development Strategy (1997-2022) states that the role of the Government is to establish and strengthen mechanisms for ensuring broad-based participation of all

stakeholders in national development planning, implementation, monitoring and evaluating processes.

4. Social Participation Dimension

This dimension is interested in demonstrating how cultural practices, values and attitudes impact individuals' and communities' sense of inclusion, cooperation, empowerment, trust, which thus lead to orientating their actions. By doing so, this dimension highlights the multi-dimensional ways culture influences the preservation and enhancement of an enabling environment for social progress and development.

Due to the inavailability of data at the national level, the core indicators on the participation in going-out and identity-buidling cultural activities, as well as the core indicators on the freedom of self-determination and the tolerance of other cultures, were unable to be constructed. Pertinent alternatives and additional indicators were however able to be proposed regarding the topic of tolerance of other cultures.

(a) *Alternative:* **Tolerance of Other Cultures**
- *Indicator: Degree of acceptance within a society towards people from different cultural backgrounds*
- *Data Source: South African Migration Project (2001)*
- *Final Result: 59.9%*

Percentage of the population that agrees that you can usually accept people from other cultures
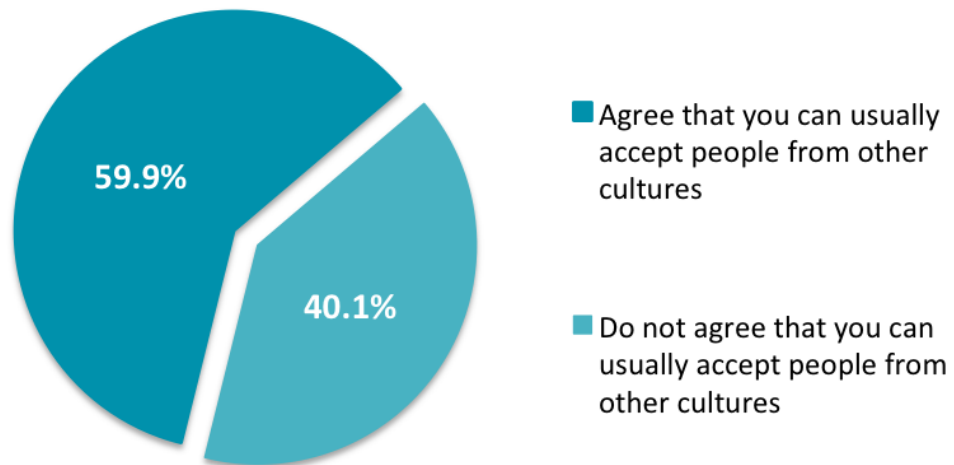
Source : Southern African Migration Project (2001). Methodology: UNESCO CDIS

This is a benchmark indicator intended to evaluate the degree of trust, openness to diversity and tolerance, thus providing insight into the levels of interconnectedness in a society. A result close to 100% is the ideal. The team was unable to construct the core indicator because of lack of available data, but was able to propose a similar alternative based on a South African Migration Project, 2001 source.

The final result for Swaziland was 59.9%. This means that still 40.1% of the population did not agree. Such a result can reflect a context and system of values that does not:

i)   thrive on difference and diversity;

ii)   foster tolerance, reciprocity and mutual respect, and

iii)   encourage interest in new different traditions and beliefs; thus creating a social environment favourable for development.

What is particularly important to point out is that while such questions of social importance were recognized and taken into account during this 2001 survey conducted by a private institute, no indicators or statistics on cultural diversity and social impact have been

pursued since at the national level. Since 2001, a lot has changed worldwide and in Swaziland. More and more confronted with opportunities to exchange with individuals of other cultures. That can be a resource for development and for the culture and creative sectors. It would be beneficial to know what Swazi's perception of this question is today in 2013. This 2001 source is the only survey of its kind. It's unfortunate that such a wealth of information was once pursued but was never taken further to monitor progress.

On that note, it is highly recommended that this kind of survey be re-conducted at the national level, to monitor the current situation and better understand the relationship between cultural diversity, trust, social capital and development in Swaziland. There is a need to integrate cultural and social questions in national surveys.

(i) Relevant National Policy References
a. Swaziland National Arts and Culture Council Policy (2009)

The SNCAC Policy (2009) states that Culture defines lives, creates identity and needs to be seen in its diversity. Many Swazis embrace and immerse themselves in culture because it is their preferred way of life, a lifestyle which they should practise freely. Arts and culture should not divide the people, but be the cement that binds them as a nation and sets them apart from other nations of the world. The arts and culture policy is therefore a framework to accommodate all the people of Swaziland and give them space to freely practice culture as their human right.

Due to globalisation, there are diverse cultures in Swaziland. The Policy interventions shall therefore focus on the promotion of harmonious co-existence among the different communities and encourage intra and inter-cultural exchange. Respect for culture is crucial for mutual interdependence, which is a prerequisite for social harmony and cohesion.

(b) Additional: Enrichment of Cultural Diversity
- **Indicator:** *Percentage of the population that believes that exposure to different cultures enriches one's life*
- **Data Source:** *South African Migration Project (2001)*
- **Final Result:** *75.6%*

Percentage of the population that agrees that exposure to different cultures enriches one's life

- **Agree that exposure to different cultures enriches one's life** (75.6%)
- **Do not agree that exposure to different cultures enriches one's life** (24.4%)
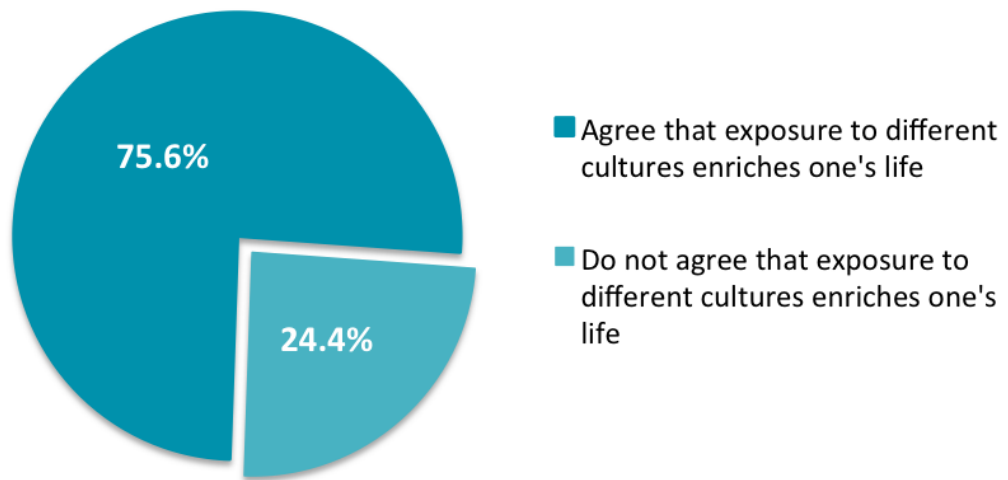
Source: Southern African Migration Project. Methodology: UNESCO CDIS

(c) *Additional:* **Trust of Other Cultures**

- *Indicator: Percentage of the population that agrees that it is easy to trust a person from a different culture*

- *Data Source: South African Migration Project (2001)*

- *Final Result: 7.2%*

Percentage of the population that agrees that it is easy to trust a person from a different culture
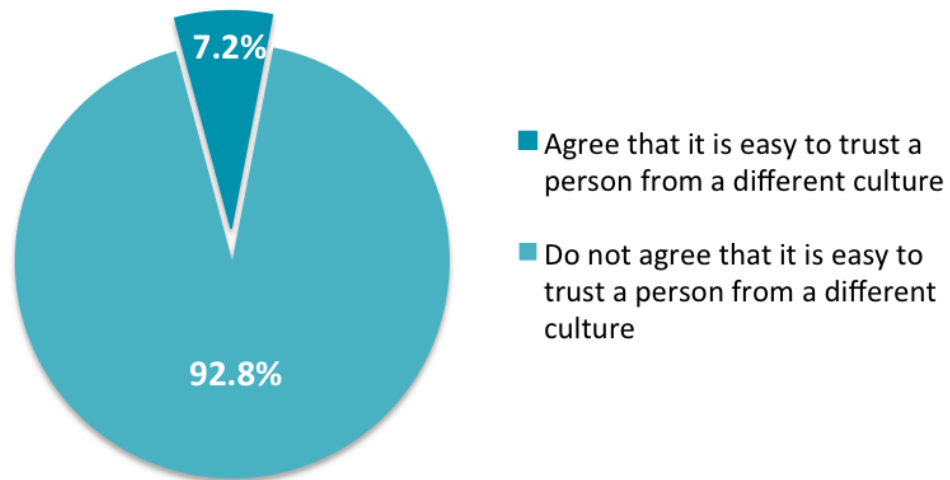
Source: Southern African Migration Project. Methodology: UNESCO CDIS

The final result for Swaziland was 7.2%. This result is rather low. The question here was why do the results from the previous two indicators on acceptance and enrichment of lives not translate into trust? One hypothesis to this question may be that to the Swazi people, people of other cultures are not Swazis, making them difficult to trust. In other larger, more diverse countries where the people are multi-cultured, it may be easier to trust a people since they are from the same country although different cultures.

What is particularly important to point out is that while such questions of social importance were recognized and taken into account during this 2001 survey conducted by a private institute, no indicators or statistics on cultural diversity and social impact have been pursued since at the national level. Therefore the re-conducting of this kind of survey to monitor the current situation and better understand the relationship between cultural diversity, trust, social capital and development in Swaziland is highly recommend.

(d) **Interpersonal Trust**

- *Indicator:* Degree of interpersonal trust

- *Data Source:* Afro barometer (2013)

- *Final Result:* 9%

Degree of interpersonal trust
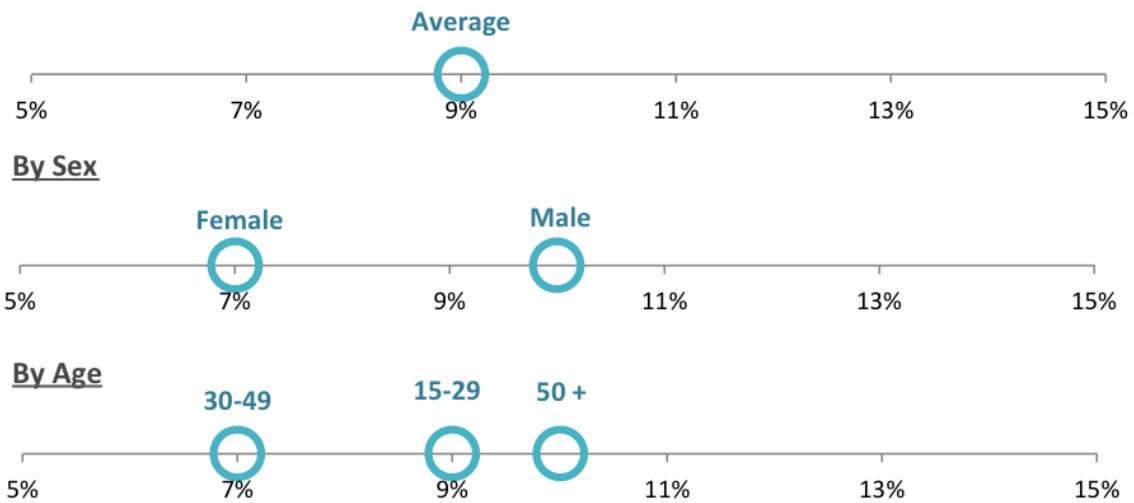
Source: Afrobarometer (2013). Methodology: UNESCO CDIS

This is a benchmark indicator assessing the level of trust and sense of solidarity and cooperation within a given society, thus providing insight into its social capital. This survey was undertaken by Afro barometer in 2013 and the Swaziland result was 9%. This means that 9% of the population surveyed answered that most people can be trusted. From the result; Female was 7% and Male was 10%. Those between the ages 15-29 years was **9%,** those between the ages 30-49 years was 7% and those 50 years and above was 10%. The base for the survey and calculation was 1200 individuals.

This result is rather low result compared to other countries who participated on the CDIS Project. The average result of all CDIS test countries is 21%. Such low levels of interpersonal trust are an indicator of a society with cultural values, attitudes and norms that stifle co-operation, and by consequence, make it difficult to improve individuals' capabilities and opportunities towards development.

Such new data leaves us puzzled with the contrast with some of the more positive results from the 2001 survey, though fairly consistent with the 'trust' questions of the 2001 survey. Again calls attention to the need to look into other social questions at the national level in order to have a more complete picture of the relationship between cultural diversity, trust, social capital and development in Swaziland.

(j) *Relevant National Policy References*

    a. *National Development Strategy (1997-2022)*

        i. As part of the NDS (1997- 2022) 'vision,' social integration must be considered a key dimension to increase quality of life.

5. Gender Dimension

This dimension seeks to assess the degree to which gender equality is viewed as important for national development, the respect for human rights (including cultural rights), and building open and inclusive societies.

This can be measured by the extent to which women and men enjoy equal opportunities, resources and outcomes in key domains such as political participation, education and labour force participation, and the degree to which individuals' attitudes are favourable towards gender equality?

Valorization of gender equality through targeted policies, interventions and investments can strongly influence attitudes and perceptions of gender roles and improve the levels of gender equality in practice.

It is important to acknowledge the role of cultural attitudes and perceptions on the orientation and design of policies, actions and other measures in favour of gender equality. Policies require people. Even if policies exist, they need to be endorsed and supported by the people for real change.

In order to provide insights into processes of and criteria for social change, this dimension is thus interested in understanding the correlations or gaps existing at the national level between on the one hand through targeted policies and equitable performance of objective indicators and on the other hand, perceptions of gender equality.

Due to the inavailability of data at the national level, the core indicator on the perception of gender equality was unable to be constructed. Pertinent alternatives and additional indicators were however able to be proposed.

(a) **Gender Equality Objective Outputs**

- ***Indicator:*** *Index of the gaps between women and men in political, education and labour domains and in gender-equity legislation*

- ***Data Source:*** *Women in Parliament (2013); Barro and Lee (2010); 2013 Human Development Report (2011); OECD (2012)*

- ***Final Result:*** *0.37/1*

Index of the gaps between women and men in political, education and labour domains and in gender-equity legislation

Final Result : 0.38/1
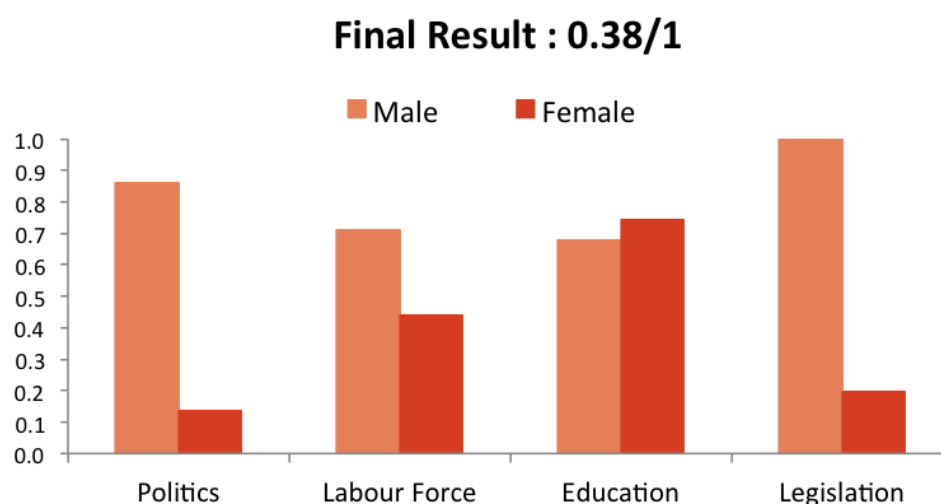
Source: Women in Parliament (2013); 2013 Human Development Report (2011); Barro and Lee (2010); GID-DB, OECD (2012). Methodology: UNESCO CDIS

This is benchmark indicator that provides a snapshot of the status quo of performance outcomes of men and women across four selected domains, which have been chosen as examples of areas where gender equality is known to strengthen national development processes and ensure the respect of human rights. A gaps analysis approach is used to assess differences in opportunities between men and women. Gaps reflect areas for improvement. Using this approach this indicator:

- examines the degree to which women and men enjoy the same opportunities and rights to take part in the cultural, social, economic and political life of their country; and

- to measures the degree to which gender equality is valorized as a human right and as a factor of development that contributes to building open and inclusive societies.

The bench marks ranges between a values of 0 to 1. Zero being the lowest and 1 maximum or the optimum/desired.

The Final Result for Swaziland is 0.37/1

The most significant gaps persist regarding political participation and targeted gender equity legislation, though labour force participation also still continues to show a sizeable gap in the opportunities for men and women.

Education

The gap in education is actually in favour of women (Barro and Lee).

The results show that women 25 years and above are more favoured than men of the same age. Women' average is 7.44 years of education and men 6.78 years. This is positive for Swaziland as it shows achievement of aim in the National Development Strategy which is to ensure equal access to education and training for both boys and girls in formal and informal levels.

Political Participation

The gap in Political Participation shows the percentage of women in lower house of parliament as 14% in 2013. This information was obtained in 'Women in Parliaments Database.'

Targeted gender equity legislation

There is limited domestic violence legislation (equivalent of score of 0.25/1), insufficient rape legislation (equivalent of score of 0.5/1), no reported data on sexual harassment and not quota system for women in public office (OECD).

Labour force participation

According to the Human Development Report, the results in labour force participation in Swaziland showed the following results

- Male – 70.8%

- Female - 43.6%

Relevant National Policy References

- ○ ***National Development Strategy (1997-2022)***

  - As part of 'vision' gender equity considered key to increase quality of life.

  - Aim to review penalties for violent crimes including rape, murder incest, harassment etc.

  - Also aim to implement and review appropriate legislative reforms to remove all forms of discrimination against women.

- ○ ***Education Sector Policy (2011)***
  - Aims to 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.

- *Alternative Indicator:* **Perception of Gender Equality**

- *Data Source:* *Afrobarometer (2013)*
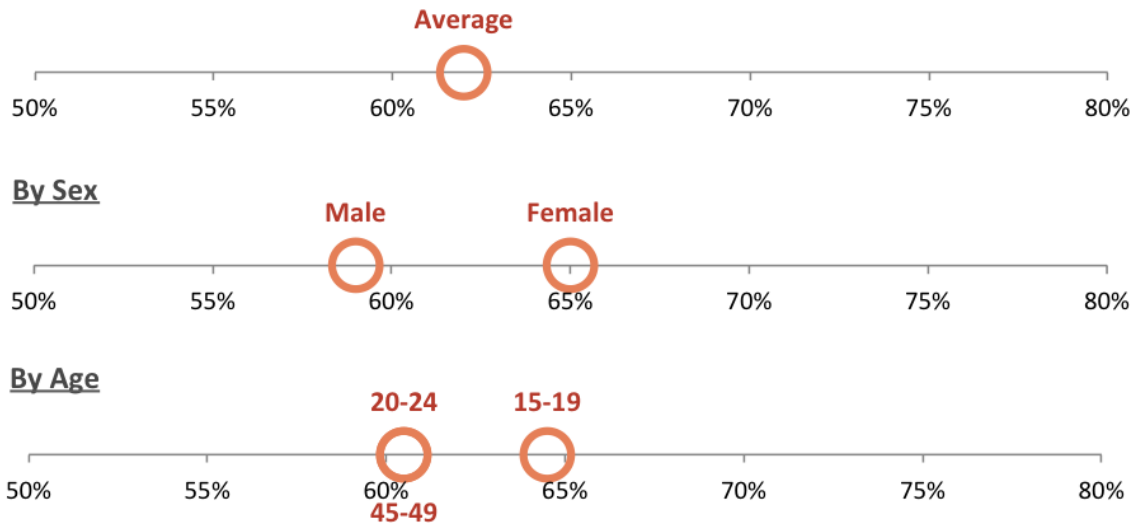
Source: Afrobarometer (2013). Methodology: UNESCO CDIS

- *Additional Indicators:* **Perception of Gender Equality**

- *Data Source:* *Swaziland Demographic and Health Survey (2006/2007)*

- *Institution(s) consulted:* *Central Statistics Office*

Percentage of married women who feel they have a say in how their cash earnings are spent according to their age

93.25%
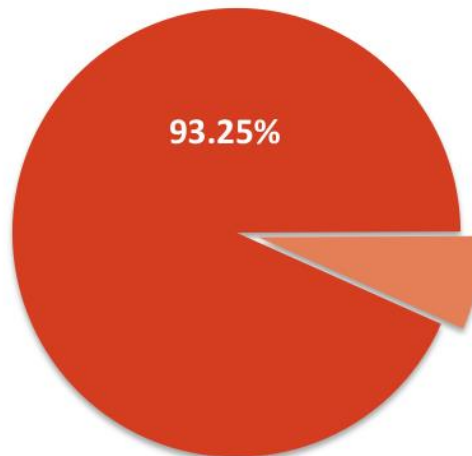
Source: Swaziland Demographic and Health Survey (2006/2007).
Methodology: UNESCO CDIS

These result shows that 93.2% of married women believe that they have a role in decision-making concerning the way their earnings are spent. To be considered as having a role, they either agree that they decide solely how their earnings are spent, or that they decide jointly with their husband. Employment can be source of empowerment for women, especially if it puts them in control of their own earnings.

These results show that 65.15**%** of women believes that women have a role (solely or jointly with her husband) in decision-making concerning major household decisions. The ability to make decisions about one's life has obvious importance to women's empowerment.

It is important, however to note that there is a decrease in overall percentage.

One important thing to note on this indicator is the general increase with age, and variation of responses according to question.

Percentage of the population who believe that a husband beating his wife cannot be justified

Percentage of the population who believe that
a husband beating his wife <u>cannot</u> be justified
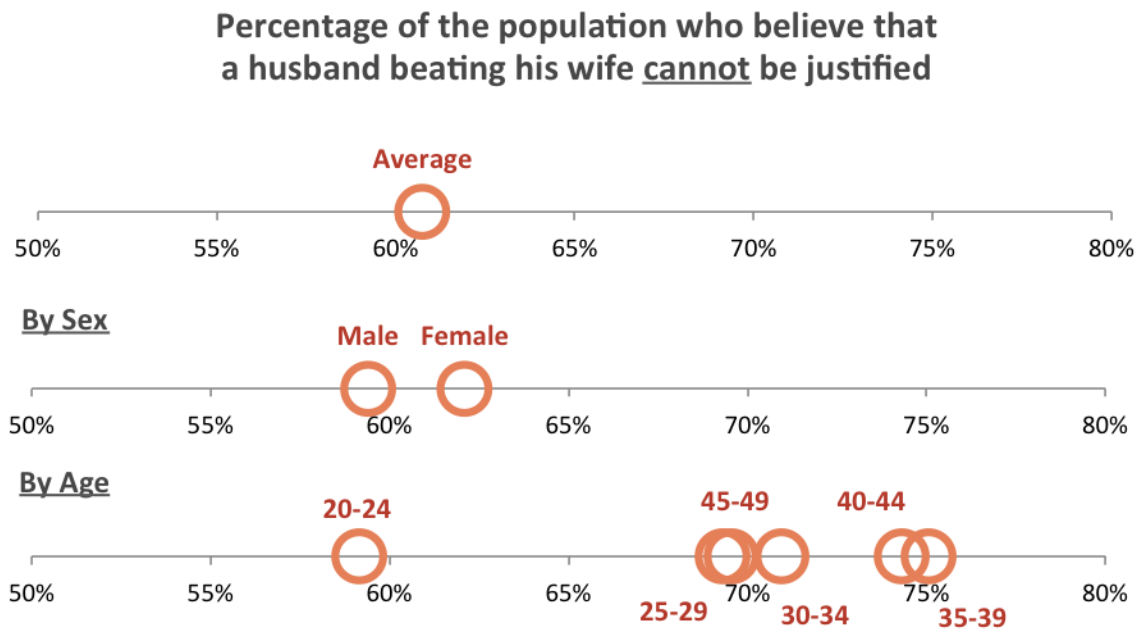
Source: Swaziland Demographic and Health Survey (2006/2007).
Methodology: UNESCO CDIS

Only 60.75% of the population agrees that a man can **NOT** be justified in beating his wife. Respondents were given 6 reasons for justification: 1) Burns the food, 2) Argues with him, 3)Goes out without telling him, 4) Neglects the children, 5) Refuses to have sexual intercourse with him, 6) Has sex with other men

This means that the other 39.25% (nearly 40%) of the population agrees that one of these reasons justifies a man beating his wife. The biggest variations in responses are across age groups, the lowest being 43, 4% of the population 15-19 and the highest being 75, 05% of the population 35-39. These are shockingly low numbers for subjective gender equality for Swaziland, particularly compared to such positive numbers in other categories.

Percentage of the population who believe that a woman has the right to refuse sexual intercourse with her husband according to their sex
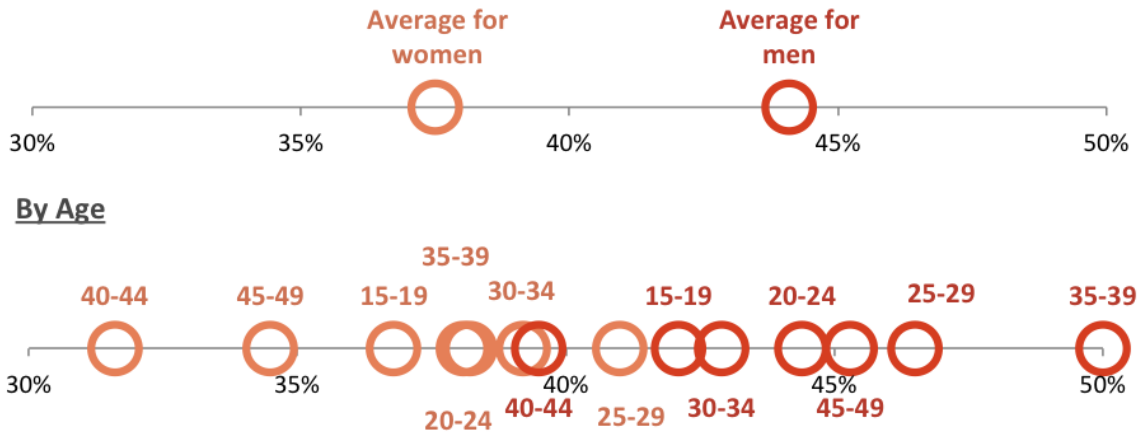
Source: Swaziland Demographic and Health Survey (2006/2007).
Methodology: UNESCO CDIS

More alarming is the perception of women themselves is lower than men's perception of women regarding such basic physical rights.

44.1% of men agree that a woman has the right to refuse sexual intercourse with her husband. For any of the five reasons: 1) Knows husband has a sexually transmitted disease, 2) Knows husband has intercourse with other women, 3) Has recently given birth, 4) Tired or not in the mood, 5) Is feeling unwell. This is nearly 7% higher than women, but in any cases a very low result well below a majority.

Gender equality is proven to be vital for well-being; it is also key MDG and is notably essential for Swaziland's own development goals, particularly in the area of Health. Domestic abuse and sexual violence are key issues related to the alarming levels of HIV/AIDS in Swaziland. Women being in charge of their health, without a fear of violence, are key for tackling the spread of these sexually transmitted diseases.

Culture and gender policies and campaigns should be revisited and particular target groups should be designated e.g. Youth.

(k) Relevant National Policy References

    a. National Development Strategy (1997-2022)

        i. Strengthening fight against HIV/AIDS priority, and this is linked to issues of domestic violence, sexual abuse…

    b. Government Programme of Action (2008-13)

        i. One of the main objectives is a 'healthy nation' and to increase fight against HIV/AIDS.

    c. MICS Report (2010)

        i. The MICS report also shows that 39% of women believed justifiable to beat spouse; 33% of men. Higher results when disaggregated by region- Shiselweni 39% of women, 39% of men.

6. Communication Dimension

This dimension assesses the extent to which a positive interaction between culture and communication is promoted with a view to:

- Promote access to digital technologies, in particular the Internet, which is significantly changing the way people communicate as well as the forms of access, creation, production and the dissemination of cultural content
- Offer a diversity of content in public broadcasting systems, which favours choice-based cultural participation as well as access to distributed products from different origins, and in particular local content.

Due to the inavailability of nationally sanctioned data, the core indicator on the freedom of expression was unable to be constructed.

(a) **Access and Internet Use**
- *Indicator: Percentage of individuals using the Internet*
- *Data Source: ITU, Measuring the Information Society (2013).*

- *Year of Data: 2012*
- *Final Result: 20.8%*

Percentage of individuals using the Internet
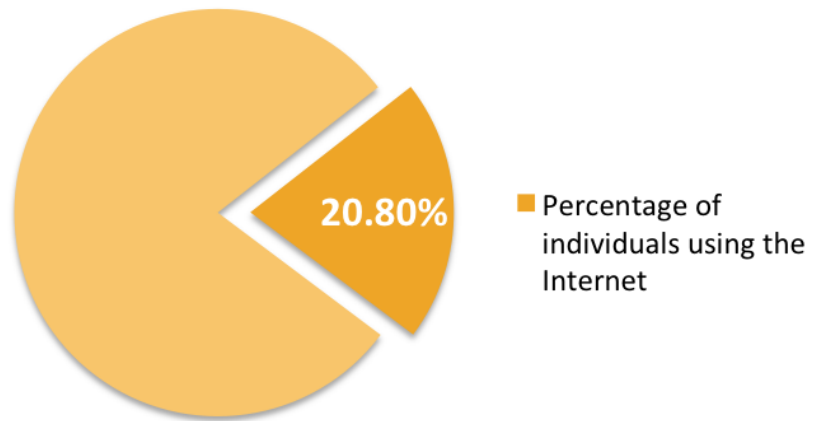
Source: Measuring the Information Society, 2013 Annual Report, ITU (2012).
Methodology: UNESCO CDIS

The purpose of this Indicator is to assess the degree of promotion and democratization of the use of digital technologies at the national level, and therefore access to cultural and creative content, and develop new forms of creativity and participation.

This is based on study undertaken by the ITU in 2012, and published in the 2013 Annual Measuring the Information Society Report.

The result for Swaziland was 20.8%. This means that 20.8% of the population has access to and uses the Internet. This is an important indicator for the cultural industries. Access to and the use of Internet is key for making new cultural content available to the population.

Percentage of individuals using the Internet
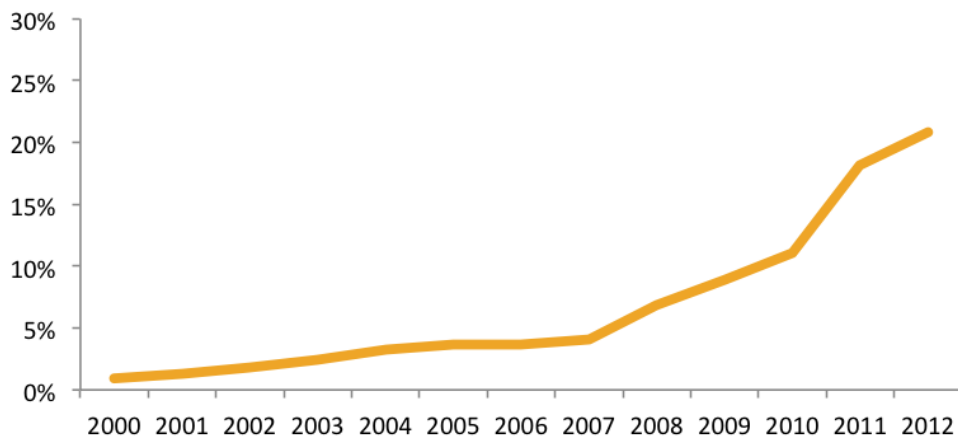
Source: Measuring the Information Society, 2012 Annual Repport, ITU (2013).
Methodology: UNESCO CDIS

This graph shows how Swaziland's result compares to the other countries participating in the CDIS.

This graph shows how Swaziland's have rapidly evolved over the last decade. That is;

- In 2000, 0.93%
- In 2005, 3.7%
- In 2010, 11.04%

- ***Relevant National Policy References***
  - ***National Development Strategy (1997-2022)***
    - The National Development Strategy (1997-2022) states that the role of the government is to improve the infrastructure, services and telecommunications to stimulate development.

(b) **Diversity of Fictional Content on Public Television**

- *Indicator:* *Ratio of annual broadcasting time of domestic TV fiction programmes out of total annual broadcasting time of TV fiction programmes on public free-to-air national channels*

- *Data Source:* *Swaziland Television Authority (STVA) report and work schedule.*

- *Period of Data:* *25-31 August 2013*

- *Institution(s) consulted:* *Swaziland Television Authority*

- *Final Result:* *32.4%*

Ratio of annual broadcasting time of domestic TV fiction programmes out of total annual broadcasting time of TV fiction programmes on public free-to-air national channels
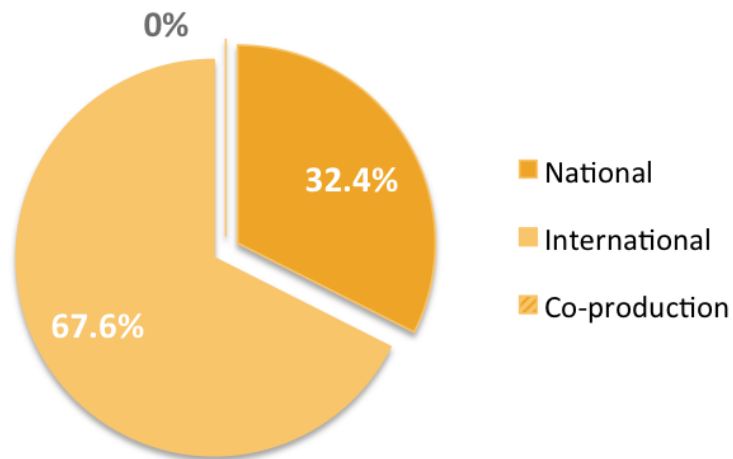
Source: Report and Work Schedule, Swaziland Television Authority (25-31 August 2013). Methodology: UNESCO CDIS

Ratio of origin of broadcasting time of foreign fiction programmes out of total broadcasting time of foreign fiction programmes on public free-to-air national channels

- USA
- South Africa
- Mexico
- France
- Nigeria
- Other
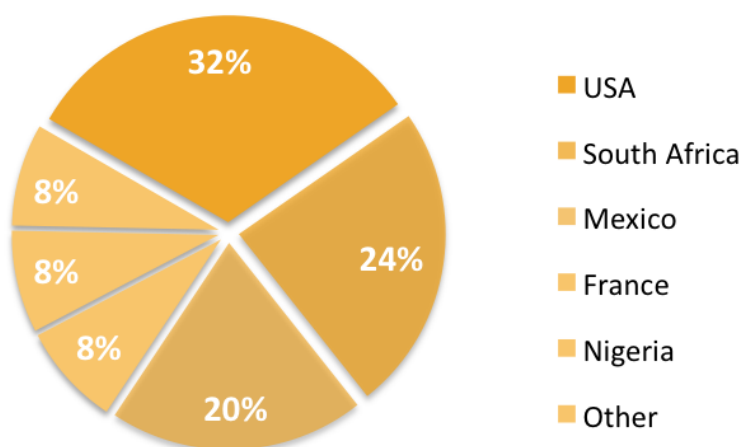
Source: Report and Work Schedule, Swaziland Television Authority (25-31 August 2013). Methodology: UNESCO CDIS

The Purpose of this Indicator is to provide insights on the level of promotion, in the framework of national public broadcasting television services, of supplying domestic fiction productions (including co-productions), thus reflecting the support offered to the development of the domestic audio-visual industries, local content and expressions, as well as the diversity of choice available to audiences at the national level.

The definition of Fiction for the purpose of the study is features including television series, miniseries, local drama, 'one-time' fiction productions, as well as films.

This Study covered a period of 7 days of broadcasting of television fiction on Swazi Television.

It was realised that over the 7 days, the:

1. Number of broadcasting hours for domestic fiction was 6 hours 30 minutes representing 32.43% of total broadcasting time on television fictional programmes.

2. Number of broadcasting hours for foreign fiction was 12 hours and 30 minutes representing 67.57% of total broadcasting time on television fictional programmes

3. Number of broadcasting hours for co-produced fiction was zero.

This is a descriptive indicator. There is not a one-size-fits-all, ideal share of domestic versus foreign content that guarantees cultural diversity, pluralism and an optimum range of choices for audiences. However, a low proportion of domestic fiction content may reflect the extent to which local producers are struggling to get public exposure, financial and political support, and/or low levels of vitality of the sector.

The result reveals that a minority of productions (roughly 1/3) are domestic fiction content, which may reflect limited opportunities and an inadequate environment for the flourishing of the sector.

It is also important to note that although local content is given less time on the local television, local content is allocated on the prime time where most viewers can watch.

Sectoral laws and policies for film and television do exist as seen in the Governance dimension, but as shown in the Education Dimension, there are limited opportunities to conduct training opportunities in the field of film and image.

Public policies should therefore perhaps further facilitate the sector by increasing education opportunities, encouraging co-productions (beginning and intensifying creative and productive cooperation with other countries), and increasing levels of public support to stimulate the domestic industry (through regulatory policies, financial schemes, and other incentives for local television industries).

- ***Relevant National Policy References***
  - ○ **SNCAC Policy (2009)**
    - "To enhance the role of the media as channels for promoting understanding of our arts and cultural values."
    - "Folktales, traditional music and dance should be tapped from society and recorded for retention and transmission to all parts of the country through the media "
    - "Encourage the public broadcaster to allocate significant air time to local productions especially those with a cultural content."
    - "Local television stations should be encouraged to support independent local producers by accepting low budget films with local content."

7. Heritage Dimension

Protection of heritage ensures that traditions, values and the wealth of the past are transmitted and shared with present and future generations. It is a vehicle for the transmission of expertise and knowledge between generations.

This dimension addresses the degree of commitment and action of public authorities in formulating and implementing a multidimensional framework for the protection, safeguarding and promotion of heritage sustainability.

The aim is to evaluate the efforts undertaken by public authorities and their outcomes, in relation to the establishment and implementation of standards, policies, concrete mechanisms and measures for the conservation, safeguarding, management, transmission and valorization of heritage in a given country. A better understanding of the challenges, potentials and shortcomings of these efforts is thereby gained.

4. **Heritage Sustainability**

- *Indicator: Index of development of a multidimensional framework for heritage sustainability*

- *Data Source: Consultations with key stakeholders; Flanders pilot projects on community-based intangible heritage inventorying on a grassroots level in six selected countries in Sub-Saharan Africa.*

- *Year of Data: 2013*

- *Institution(s) consulted: Swaziland National Arts and Culture Council; Swaziland National Trust Commission; HOTAS; Swaziland Tourism Authority; University of Swaziland; Manzini City Council; Swaziland National Commission for UNESCO; Ministry of Foreign Affairs, International Relations Department*

- *Final Result: 0.7/1*

Index of development of a multidimensional framework for heritage sustainability

Final Result : 0.70/1
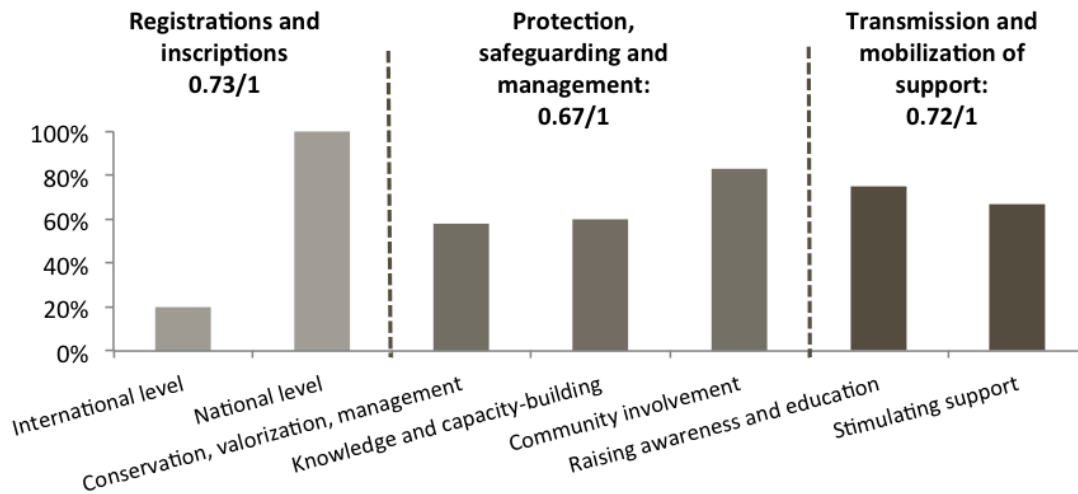
| Registrations and inscriptions 0.73/1 | Protection, safeguarding and management: 0.67/1 | Transmission and mobilization of support: 0.72/1 |

(Bar chart showing percentages)

- International level: 20%
- National level: 100%
- Conservation, valorization, management: —
- Knowledge and capacity-building: 58%
- Community involvement: 60%
- Raising awareness and education: 83%
- Stimulating support: 75%, 67%

Source: Consultations with key stakeholders (2013). Methodology: UNESCO CDIS

This Indicator offers a global picture of the strengths and shortcomings of public efforts deployed for the protection and promotion of heritage sustainability through the analysis of three key components:

1) the establishment and further development of national and international registers and inventories ;

2) the efforts made to protect, conserve, safeguard and manage heritage while involving all stakeholders and fostering its sustainability; and

3) the strategies established to raise awareness and mobilize support in favour of safe-guarding and revitalizing heritage.

The final Result of 0.7/1 was obtained in this dimension.

1) The establishment and further development of national and international registers and inventories (0.73/1);

According to the CDIS calculation method, the national level is given twice the weighting of the international in recognition of the primacy of national policy and interests. The weighting of this component in the final indicator is 30% of the total value and comprises two sub-components:

- International level registrations and inscriptions (weighting: 33% of the total for the level);

- National level registrations and inscriptions (weighting: 67% of the total for the level).

What a result of 0.73/1 indicates is that much has already been done at the national level to protect heritage via registrations and inscriptions. Already a national registry with more than 79 items of cultural and natural heritage, which was last updated this year 2013, is in place under the National Monuments Officer.

In 2011, as part of the Flanders Project, 15 items of intangible cultural heritage were recognized and inventoried, and 3 items as part of a pilot prior to the ratification of the 2003 convention.

A list of movable cultural property is held by the Conservation Officer and currently being updated and digitalized. Held by the same Officer is also a list of stolen cultural property.

At the international level, there are no heritage properties or elements of intangible heritage yet on the relevant Conventions' lists. Ngwenya Mines has been submitted to the World Heritage tentative list, but failed to complete the inscription due to the reopening of the mining activities.

2) the efforts made to protect, conserve, safeguard and manage heritage while involving all stakeholders and fostering its sustainability (lowest score of 0.67/1);

Result can be further broken down:

- Conservation, Valorization and Management (0.58/1)

- Knowledge and Capacity-Building (0.6/1)

- Community Involvement (0.83/1)

While many significant and recent efforts regarding conservation and valorization, including recent ratification of 1970, 1972, 2003 and 2005 Conventions, as well as the recent policy reviews for SNTC and SNCAC in 2012 and 2011, respectively, more can still be done. For instance, gaps include:

- Need for concrete measures to assist in implementing the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

- Engaging the police force.

- Conducting studies to identify threats to intangible heritage.

- No specific reference to cultural heritage for development in current national development plans.

- Regarding knowledge and capacity-building, though training has been carried out for heritage site management staff, government officials, and Swaziland is taking part in a sub-regional capacity-building program for illicit trafficking, more could still be done regarding the training of armed forces to protect cultural property in the case of conflict.

3) the strategies established to raise awareness and mobilize support in favour of safe-guarding and revitalizing heritage (0.72/1)

Can be broken down into:

- Awareness-raising and education (0.75/1)

- Stimulating support (0.67/1)

- Key improvement for awareness-raising include increasing visitor centres at sites, currently only 2 sites with visitor centres; and capacity-building for teachers to assist

in integrating heritage into lessons in schools. There are already other various efforts in place (signage)

- Regarding stimulating support, though support of several private foundations already established, and the SNTC have involved and are in the process of signing a memorandum of understanding with the Swaziland Television Authority in a way of raising awareness on the protection of heritage; one area that could be further looked into is the signing of agreements with tour providers (for example, formalizing relationship between South African tour providers and Museum officers)

Overall, 0.7/1 is a rather high result, above the current average across CDIS countries (0.63/1), demonstrating the recent progress made and steps taken to establish a multidimensional framework for heritage sustainability.

In conclusion, the notion of heritage is important for culture and development insofar as it constitutes the 'cultural capital' of contemporary societies. It contributes to the continual revalorization of cultures and identities and it is an important vehicle for the transmission of expertise, skills and knowledge between generations. It also provides inspiration for creativity and innovation, which result in contemporary and future cultural products. Cultural heritage holds the potential of promoting access to and enjoyment of cultural diversity. It can also enrich social capital by shaping an individual and collective sense of belonging, which helps supporting social and territorial cohesion. Moreover, cultural heritage has acquired great economic significance for the tourism sector in many countries, while at the same time engendering new challenges for its conservation. However, these resources are a "fragile wealth", and as such they require policies and development models that preserve and respect its diversity and uniqueness since, once lost, they are non-renewable.

- *Relevant National Policy References*

  o **National Development Strategy (1997-2022)**

    - Regarding visitor centres, NDS (1997-2022) mentions need for tourist facilities. Visitor centres at heritage would contribute to tourists' appreciation of Swazi heritage and access to its 'consumption.

    - Regarding tourism NDS (1997-2022) call for co-operation with neighbouring countries in developing and promoting tourism in the region.

8. **Culture for Development DNA: Swaziland**

SWAZILAND: Culture for Development DNA
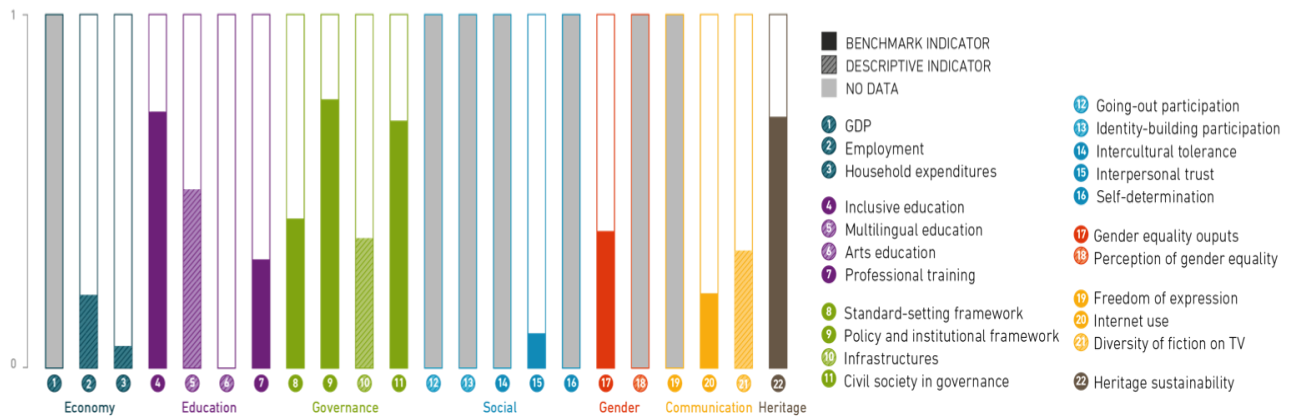
The table above shows a summary of all the seven dimensions in one table.

Chapter 4

CONCLUSION

1. **Recommendations**

- After the final stakeholders' meeting, the Team Leader and UNESCO Consultant met with the Director for the Central Statistics Office to discuss the possibility of a continued partnership between the CSO and culture actors.

  o The CSO's Director expressed an interest in signing a memorandum of understanding agreement. This MoU will ensure that culture statistics continue to be pursued and that culture is integrated in future national surveys. This will help in ensuring that missing data is gathered e.g. the number of people who attend cultural activities in the country. This will help in having long-term culture statistics and important data being regularly collected for policy purposes.

- It was recommended that advocacy meetings be held with different Ministries and departments that can play an important role in filling gaps in culture. One Ministry that was highlighted was the Ministry of Foreign Affairs. This Ministry is key in the signing of International Conventions and protocols.

- There is need to have all Bills in Parliament, especially the Swaziland National Council of Arts and Culture, passed to become law. Under this Bill there is a strategic plan that needs to be implemented too. There is also a need to decentralize culture offices as well as ensuring the distribution of cultural facilities in the different regions in the country. This will ensure that everyone have access to such facilities.

ANNEXES

A. Stakeholders list

1. CEO: Swaziland National Trust Commission (Mr. Titus Dlamini)
2. CEO: Swaziland National Council of Arts and Culture (Mr. Stanley Dlamini)
3. CEO: Swaziland Broadcasting Commission; Ministry of Information, Communication and Technology (Mr. Stan Motsa)
4. Director: Swaziland National Curriculum Centre (Ms Makhosazana Madondo)
5. Director Of Culture; Ministry of Sports Culture and Youth Affairs (Mr. Phinda Nkosi)
6. Director of Cultural Heritage; SNTC (Ms. Rosemary Andrade)
7. PS: Ministry of Education and Training (Mr Pat Muir)
8. Ministry of Economic Planning & development (
9. Secretary General; NATCOM (Ms. Hazel Zungu)
10. Ministry of Foreign Affairs
11. Maiden Governor (Indvuna yetiNtfombi), Nonduduzo Zubuko
12. Education Manager; SNTC (Ms Nomsa Dlamini)
13. Monuments Officer; King Sobhuza II Park (Ms. Phumzile Ngwenya)
14. Director; Central Statistics Department
15. Chairperson: Swaziland School's Culture Association
16. Swaziland National Teacher's Association
17. University of Swaziland
18. Limkokwing University
19. SEDCO
20. Swaziland Library Association (SWALA): Happiness Mabuza
21. TVET Office (Ministry of Education and Training)
22. Swaziland Television Authority
23. Swaziland Broadcasting and Information Services
24. The Times of Swaziland
25. The Swazi Observer
26. Traditional governors in- charge of the different regiments in Swaziland:
27. Swaziland Tourism Authority (STA) (statistics department)
28. Yebo Art Gallery
29. Khulisa Umntfwana
30. Swaziland Action Group against Abuse
31. Media Institute of Southern Africa (MISA)
32. CANGO
33. Saviour Kakama: Swazi Television

Others

Some staff from SNTC

Some staff from SNCAC

Some staff from NATCOM

Students from Limkokwing University

Students from the University of Swaziland

Coordination Team

Team Swaziland

1. Temahlubi Nkambule, SNTC
2. Phumzile Hlophe, NATCOM
3. Sipho Zwane, Education
4. Vusi Nkambule, SNCAC
5. Sabelo Simelane, Statistics
6. Lindiwe Vilakati, NCC

B. INVITATION LETTER TO WORKSHOPS

SWAZILAND NATIONAL TRUST COMMISSION

S.N.T.C. Website: http//www.sntc.org.sz

All Communications to be addressed to the
Chief Executive Officer

P. O. Box 100
LOBAMBA
H107
Swaziland

Tel: (+268) 2416 1481 / 2416 1179 / 2416 1516 Fax: (+268) 2416 1875
Email: ceo@sntc.org.sz

SNTC Reference:
Your Reference:

2013/11/18

Dear Sir/ Madam

INVITATION TO FINAL PRESENTATION OF RESULTS WORKSHOP FOR THE UNESCO CULTURE FOR DEVELOPMENT INDICATORS (CDIS): 2013/11/26

Background of the project

The UNESCO CDIS is a pioneering research and advocacy initiative designed to measure the contribution of culture to national development by illustrating the relationships between culture and seven key policy areas, including education, social participation, gender equality and economic growth.

Through a cross-analysis of 22 indicators, the CDIS provides national policy makers and the development community with an evidence-based picture of how culture can support the achievement of development objectives, including the Millennium Development Goals.

The CDIS and the indicators obtained will increase awareness on the importance of culture for the development of Swaziland and will serve as a useful tool for the National Commission and other key stakeholders, when positioning culture in national development strategies.

While carrying out the project, the National Commission for UNESCO in Swaziland has worked with the Swaziland National Trust Commission (SNTC), Swaziland National Arts and Culture Council (SNCAC), the Ministry of Education and Training (sports and culture department), the National Statistics department, the UNESCO Windhoek Cluster office, as well as the CDIS Unit at UNESCO headquarters in Paris.

The following dimensions were studied:

8. Economy
9. Education
10. Governance
11. Social Participation
12. Gender Equality
13. Communication
14. Heritage

During this final national workshop, we aim to deliver findings obtained during the study of the above mentioned Dimensions.

We, therefore, kindly request the participation of your department or Ministry in the above mentioned meeting.

DATE: **2013/11/26**.

VENUE: **King Sobhuza II Park**

Time: **9am– 13:35hrs**

For more information and questions please contact:

1. **Ms. Temahlubi Nkambule**, Team leader (SNTC) at +268 76121311 (mobile) +268 241 61516 / 1179 (work). email: temahlubin@gmail.com
2. **Mr. Vusi Nkambule**, Vice leader (SNACC) at +268 76441433 (mobile) or +268 23441937. email: mavuka01@gmail.com

Other team members include:

Ms. Phumzile Hlophe, National Commission for UNESCO (76042973)

Mr. Sipho Zwane, Ministry of Education and Training (Senior Inspector, Sports and Culture department).

Sabelo Simelane, Central Statistics Office

Lindiwe Vilakati, National Curriculum Centre

The programme will be sent later in the week.

Thanking you for your cooperation,

Temahlubi Nkambule

CDIS Swaziland Team Leader

Supported by

C. LETTER REQUESTING FINANCIAL ASSISTANCE

SWAZILAND NATIONAL TRUST COMMISSION

S.N.T.C. Website: http//www.sntc.org.sz

All Communications to be addressed to the   **P. O. Box 100**
Chief Executive Officer   **LOBAMBA**
                                                                          H107
                                                                       Swaziland

Tel: (+268) 2416 1481 / 2416 1179 / 2416 1516 Fax: (+268) 2416 1875
Email: ceo@sntc.org.sz

SNTC Reference:
Your Reference:

2013/11/18

The Director

UNESCO Cluster Office

Windhoek

Dear Sir/ Madam

RE: FINANCIAL ASSISTANCE IN CARRYING OUT CDIS PROJECT IN SWAZILAND

The Swaziland National Trust Commission (SNTC) is a Parastatal body mandated with safeguarding of both Natural and Cultural Heritage in Swaziland. It was set up in 1972 by a Parliamentary Act, Act No. 9 of 1972.

<u>Importance of the project to Swaziland</u>

The CDIS and the indicators obtained will increase awareness on the importance of culture for the development of Swaziland and will serve as a useful tool for the National Commission and other key stakeholders, when positioning culture in national development strategies.

While carrying out the project, the National Commission for UNESCO in Swaziland has worked with the Swaziland National Trust Commission (SNTC), Swaziland National Arts and Culture Council (SNCAC), the Ministry of Education and Training (sports and culture department), the National Statistics department, the UNESCO Windhoek Cluster office, as well as the CDIS Unit at UNESCO headquarters in Paris.

The Swaziland National Trust Commission was requested to lead the project in Swaziland.

The following dimensions were studied:

1. Economy
2. Education
3. Governance
4. Social Participation
5. Gender Equality
6. Communication
7. Heritage

The SNTC, therefore, kindly requests the financial assistance to carry out the project whih includes facilitation and holding of workshops.

Yours Sincerely

Titus S. Dlamini

Chief Executive Officer

D. COUNTRY INVITATION TO PARTAKE IN THE CDIS PROJECT

Culture Sector
The Assistant Director-General

United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Ms Hazel Zungu
Secretary General
Swaziland National Commission for
UNESCO
Ministry of Education and Training
P.O. Box 39
Mbabane
Swaziland

19 April 2013

Ref.: CLT/CEH/DCE/2013/2262

Dear Madam Secretary General

Following the recent meeting between the Swaziland National Commission for UNESCO and Mr Damir Dijakovic of the UNESCO Windhoek Office, I am pleased to confirm UNESCO's interest in including Swaziland in the group of countries taking part in the UNESCO Culture for Development Indicator Suite (CDIS). This project will be launched in April 2013 in parallel with the completion of the testing phase currently underway in 11 countries worldwide.

As you may be aware, the UNESCO CDIS is a pioneering research and advocacy initiative designed to measure the contribution of culture to national development by illustrating the relationships between culture and seven key policy areas, including education, social capital, gender equality and economic growth. Through a cross-analysis of 22 indicators, the CDIS provides national policy makers and the development community with an evidence-based picture of how culture can support the achievement of development objectives, including the Millennium Development Goals. We are confident that the CDIS and the indicators obtained will increase awareness on the importance of culture for the development of Swaziland and will serve as a useful tool for the National Commission and other key stakeholders, when positioning culture in national development strategies. For your information, a diagramme and a fact sheet on this project are enclosed.

The successful implementation of the CDIS requires close cooperation between national agencies and institutions, together with the technical and methodological support of the UNESCO CDIS team. This process favours national ownership of results and their future use in awareness raising and the development of policies and measures.

Due to fact that UNESCO is not in Swaziland, the active involvement of the National Commission, with the assistance of SNCAC, SNTC and other partners, is essential. Moreover, the National Commission's continuous and consistent cooperation in the implementation of UNESCO's activities, its experience in different areas of culture as well as its role as a facilitator of inter-agency cooperation that can build and contextualize CDIS indicators will contribute to the success of this initiative. As the leading partner, the National Commission will

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E. CDIS SWAZILAND: Data Mapping

Dimension	Indicator	Stakeholders
Education	Index of average years of schooling of the population between the ages of 17 and 22, adjusted to reflect inequalities	Swaziland School's Culture Association Education Measurement and Information System (EMIS)
	Index of the promotion of multilingualism within language courses (grades 7-8)	Ministry of Education and Training Swaziland National Curriculum Centre Swaziland National Arts and Culture Council Swaziland National Teacher's Association Swaziland National Trust Commission (SNTC) University of Swaziland Swaziland Governments Education Policies and other international documents
	Percentage of median yearly instructional hours dedicated to arts education (grades 7-8)	Swaziland Schools Culture Association Education Measurement and Information System (EMIS)

Dimension	Indicator	Stakeholders
		Swaziland Governments Education Policies
	Index of coherency and coverage of technical and vocational education and training (TVET) and tertiary education in the field of culture.	Ministry of Education and Training

TVET Office (Ministry of Education and Training) c/o Ennest Simelane

Swaziland National Curriculum Centre

Swaziland Governments Education Policies

Swaziland Schools Culture Association |
| **COMMUNICATION** | Index of print, broadcast, and internet-based media freedom | Ministry of Information, Communication and Technology

Swaziland Television Authority

Swaziland Broadcasting and Information Services

The Times of Swaziland

The Swazi Observer |
| | Percentage of individuals using the internet | Ministry of Information, Communication and Technology |
| | Ration of annual broadcasting time of domestic television fiction out of total annual broadcasting time of television fiction programmes | Ministry of Information, Communication and Technology

Swaziland Television Authority |

Dimension	Indicator	Stakeholders
	on public free-to-air national TV channels	
SOCIAL PARTICIPATION	Percentage of the population who have participated at least once in a going-out cultural activity in the last 12 months.	Swaziland Local Authorities (Chiefs) Traditional governors in- charge of the different regiments in Swaziland Swaziland National Trust Commission Swaziland Tourism Authority (statistics department) Swaziland Governments culture policies Swaziland National Arts and Culture Association Ministry of Sports, Culture and Youth Affairs
	Percentage of the population who have participated at least once in an identity-building cultural activity in the last 12 months.	Ministry of Sport, Culture and Youth Affairs Swaziland National Arts and Culture Council Miss Cultural Heritage Pageant organisers
	Degree of trust within a society towards people from different cultural backgrounds.	Swaziland Human Rights Association Local Authorities (Chiefs)
	Degree of	Swaziland Human

Dimension	Indicator	Stakeholders
	interpersonal trust	Rights Association
	Median score of perceived freedom of self-determination	Swaziland Human Rights Association

Ministry of Justice and Social Welfare |
| **HERITAGE** | Index of development of a multidimensional public framework for heritage sustainability | Swaziland National Trust Commission

Ministry of Sports, Culture and Youth Affairs

Swaziland National Arts and Culture Council

Ministry of Education and Training

Swaziland National Curriculum Centre |
| **ECONOMY**

c/f Thembi Kunene and Mr. Shabalala | Percentage of the contribution of private and formal cultural activities to Gross Domestic Product (GDP) | Ministry of Enterprise and Employment

Ministry of Economic Planning |
| | Percentage of persons engaged in cultural occupations within the total employed population | Ministry of Sports, Culture and Youth Affairs

Swaziland National Arts and Culture Council

SIPA

Yebo Art Gallery

Commerce and Trade department

SEDCO |

Dimension	Indicator	Stakeholders
		SIDC
		Ministry of Economic Planning
		Rural Women development Initiative (Lutsango lwa kaNgwane)
	Percentage of household final consumption expenditures on cultural activities, goods and services set against total consumption expenditures	Ministry of Enterprise and Employment
		Commerce and Industry department
		SEDCO
		Swaziland National Arts and Culture Council
GOVERNANCE **c/f Babe Kunene (foreign affairs)**	Index of development of the standard-setting framework for culture, cultural rights and cultural diversity	Ministry of Foreign Affairs (International Relations)
		Ministry of Justice and Social Welfare
		Ministry of Sport, Culture and youth Affairs
		Ministry of Tourism and Environmental Affairs
		Swaziland National Arts and Culture Council
		The Deputy Prime Minister's Office
		Ministry of Tinkhundla and development
		International sources
	Index of development	Ministry of Sport,

Dimension	Indicator	Stakeholders
	of the policy and institutional framework for the protection and promotion of culture, cultural rights and cultural diversity.	Culture and youth Affairs Ministry of Tourism and Environmental Affairs Swaziland National Arts and Culture Council The Deputy Prime Minister's Office Ministry of Tinkhundla and development
	Distribution of selected cultural infrastructure relative to the distribution of the country's population in the administrative divisions immediately below the State level	The Deputy Prime Minister's Office Ministry of Tinkhundla and development
	Index of promotion of the participation of representatives of cultural professionals and minorities in the formulation and implementation of cultural policies, measures and programmes that concern them	Ministry of Sports, Culture and Youth Affairs Ministry of Tourism and Environmental Affairs The Office of the Deputy Prime Minister
GENDER EQUALITY **DPP (Futhi)**	Index of the gaps between women and men in political, education and labour domains and in gender-equity legislation	The Office of the Deputy Prime Minister Ministry of Sports, Culture and Youth

Dimension	Indicator	Stakeholders
		Affairs
		Ministry of Justice and Social Welfare
		Human Right Association
		Swaziland Action Group Against Abuse
		Swaziland Women and the Law Society
		Ministry of labour
		Royal Swaziland Police
		Directorate of Public Prosecutions (Sexual Offenses Unit
		Elections and Boundary Commission
	Degree of positive assessment of gender equality	The Office of the Deputy Prime Minister
		Swaziland Action Group Against Abuse
		Human Right Association
		Swaziland Women and the Law Society
	Going further: Decision making regarding earnings, decision making in regards to household decisions, perception of women refusing sexual intercourse with husband,	Swaziland Action Group Against Abuse
		Swaziland Women and the Law Society

Dimension	Indicator	Stakeholders
	perception of violence against women	

F. CDIS Swaziland Team Plan of Action

Activity	Responsible person	Time Frame
• Briefing meeting of the committee and assigning each other activities, choosing team leader • Identifying Stakeholder for each dimension, plan for the first stakeholders' meeting • Discussing and brainstorming on the different dimension in preparation for the workshop stakeholders relevant for each dimension). • Discussing the proposed Workshop presentation from UNESCO	Team Swaziland	29th 30th July 2013
Meetings with different head of institution and Directors to discuss the project	Team led by team leader	5th - 9th August 2013
Preparing and sending out invitation letter to stakeholders for the stakeholder's meeting	Team leader	8th August 2013
Preparing for the first stakeholders' meeting: venue, presentation and other logistics	Team Swaziland	8th – 9th August 2013
Collecting data on Education dimension	Team Swaziland	12th – 13th August 2013
Data Analysis of collected information education dimension before being sent to UNESCO by team Swaziland	Team Swaziland	14th August 2013
Proof reading of collected data on education dimension	Directors of different institutions	15th -16th August 2013
Hold first stakeholder's meeting	**Team leader, Team Swaziland, UNESCO office,**	**3rd week of September 2013**

Activity	Responsible person	Time Frame
	NATCOM	
Collecting data on Communication Dimension	Team Swaziland	23rd – 27th September 2013
Data Analysis of collected information on communication dimension	Team Swaziland	30th September 2013
Proof reading of collected data on communication dimension	Directors of different institutions	01st – 2nd October 2013
Collecting Data on Heritage Dimension	Team Swaziland	3rd -4th October 2013
Data Analysis of collected information heritage dimension before being sent to UNESCO by team Swaziland	Team Swaziland	7th October 2013
Proof reading of collected data on heritage dimension	Directors of different institutions	8th – 9th October 2013
Collecting data on Gender and Equality dimension	Team Swaziland	10th 11th October 2013
Data Analysis of collected information gender and equality dimension before being sent to UNESCO by team Swaziland	Team Swaziland	14th October 2013
Proof reading of collected data on gender and equality dimension	Directors of different institutions	15th – 16th October 2013
Collecting data on Governance dimension	Team Swaziland	17th – 18th October 2013
Data Analysis of collected information governance dimension before being sent to UNESCO by team Swaziland	Team Swaziland	18th October 2013
Proof reading of collected data on governance dimension	Directors of different institutions	21st – 22nd October 2013
Collecting data on Social participation dimension	Team Swaziland	23rd -24th October 2013
Data Analysis of collected information Social participation dimension before being sent to UNESCO by team Swaziland	Team Swaziland	25th October 2013
Proof reading of collected data on social participation dimension	Directors of different institutions	28th – 29th October 2013
Collecting data on Economy	Team Swaziland	30th – 31st October

Activity	Responsible person	Time Frame
dimension		2013
Data Analysis of collected information economy dimension before being sent to UNESCO by team Swaziland	Team Swaziland	1st November 2013
Proof reading of collected data on economy dimension	Directors of different institutions	4th -5th November 2013
Report writing	Team Swaziland led by Team leader	6th – 15th November 2013
Proof reading of draft report	Directors of different institutions	18th – 20th November 2013
Sending draft report to UNESCO	Team leader	20th November 2013
Second stakeholders' meeting: Presenting report findings to different stakeholders	**Team leader and Team**	**27th November 2013**
Polishing up report with stakeholders' inputs	Team leader and Team Swaziland	28th -29th November 2013
Final report submission	Team leader	4th December 2013
Presenting stakeholders with copies of report	Team Swaziland led by team leader	9th - 13th December 2013

G. LIST OF STAKEHOLDERS' WHO PARTICIPATED IN THE SECOND WORKSHOP (CDIS)

Registration form, King Sobhuza II Park

26th November 2013

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