THE GOVERNMENT OF THE KINGDOM OF ESWATINI

MINISTRY OF EDUCATION AND TRAINING

THE NATIONAL EDUCATION AND TRAINING IMPROVEMENT PROGRAMME

2018/19 — 2020/2021

"Improving the Quality of Education for the Sustainable and Inclusive Growth of Eswatini"

July 2018

THE NATIONAL EDUCATION AND TRAINING IMPROVEMENT PROGRAMME

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MAP OF ESWATINI

PREFACE

The Ministry of Education and Training (MOET) is pleased to present the 2018/19 to 2020/21 National Education and Training Sector Improvement Programme (NETIP) II. It is known to everyone that education is important to the nation's current and future prosperity, sustainable development and inclusive growth. The MOET is indebted to the citizens of Eswatini in terms of improving delivery in the provision of education to ensure a better life for all Swati people. This ministry has the opportunity to influence the quality of life through a quality, efficient and accountable education system. In this NETIP, the ministry lays out its medium term plans that has been prepared and now require financing for the realization of planned goals and objectives.

It is worth noting that the NETIP II has been developed based on the governments' priorities, the Ministry of Education and Training policies and long term strategic plan which have been informed by the international, regional and national policy documents. Specifically, the NETIP II has been prepared in line with the priorities in the National Development Strategy (NDS), the National Development Plan (NDP), the Poverty Reduction Strategy and Action Programme (PRSAP), the SADC protocol on Education, SADC Regional Indicative Strategy for Development Programme (RISDP), the Africa 2063 Agenda for Development, the Sustainable Development Goals (SDGs) and SDG 4 on quality education.

As a sector, we have made significance progress in many areas of the education system in the previous years. These include securing access and participation of our children in the primary education system, where over 95% of age eligible children have access to primary education; improving the quality of education; improving access to Technical and Vocational Education and Training (TVET) and Higher Education (HE); improving regulation and ensuring that quality and relevant programmes are offered in institutions of higher learning and the establishment of the Swaziland Higher Education Council (SHEC) which is also responsible for the accreditation of qualifications.

However, there are still significant challenges to overcome. It is not enough for children to have access to universal primary education, but it is crucial that our children receive quality education and complete their primary education. There is still a considerable number of children not enrolled in school, there are many children who do not complete the education cycle without repeating a grade or do not complete the full seven years of Primary Education. Although the national pupil- teacher ratio is acceptable, a lot of classrooms in rural remote schools are under – utilized while some urban and peri-urban schools located in high densely populated areas are overcrowded.

The issue of improving the quality of education still remains a serious challenge as many children enter Grade 1 without being adequately prepared for primary education and future learning. The lack of a strong foundation which is normally provided through the Early Childhood Care and Development (ECCDE) programme contributes to grade repetition, drop-out and low completion rates. The participation of 3-5 year old children in ECCDE programmes boosts access to secondary and tertiary education as well as high graduation rates in the long term. Furthermore, it addresses the issue of high levels of inequality in society and

helps to build a more prosperous and stable society that our country wishes to achieve. National and regional assessments of the quality of our primary education have revealed that some of our learners reach upper primary without having acquired reading, writing and basic numeracy skills. This is a serious concern for the sector and the country as a whole because it means we are producing future citizens who will not be able to create jobs, participate effectively in economic activities and who are not competitive. This is a reflection that the teachers themselves are not aware or do not adhere to the outcomes to be achieved at the end of each class, use poor teaching methods and sometimes fail to cover the syllabus.

Other challenges faced by the sector include the low enrolment rates at secondary and tertiary education levels, lack of qualified science, mathematics and ICT teachers, high cost of secondary education, the lack of relevance of TVET and post - secondary education programmes to the labour market requirements or needs, shortage of qualified instructors and lecturers in TVET and teacher training institutions etc.

This medium term plan seeks to put in place strategies to overcome the challenges faced by the education sector today. Looking ahead, the sectors' concern lies with the need to improve the quality of education at all levels, strengthening linkages between the different cycles in the education system to ensure smooth transition of learners from pre-primary education through tertiary and the labour market. Secondly, of particular importance is improving the participation rate at ECCDE, Secondary, TVET and Tertiary levels. Improving quality and access to education will be accelerated taking into consideration issues of inclusivity and lifelong learning. The focus of the NETIP II is on providing learners with competencies, knowledge and skills that would enable them to respond to the demands of both the public and private sector.

The 2018/19 – 2020/21 NETIP which I am honoured to preface was prepared based on a self-assessment of the sector (NETIP I review). It focuses on improving quality education at all levels through exploring several delivery modalities including distance learning and making use of new technologies to improve the delivery of quality education. The elaboration of this NETIP was achieved through a participatory process in which education stakeholders (Ministry of Education and Training officials, line ministries, non- governmental organizations, development partners, the private sector, teachers, parents and learners) provided invaluable contributions, building towards consensus on key concerns. The implementation of this NETIP will require all stakeholders to work together towards the achievement of the set strategic objectives. Quality education is a responsibility of everyone. We are counting on you to ensure that quality education is offered in all our schools and institutions. Thank you.

Dr. P. L. Magagula
Hon. Minster of Education and Training

FOREWORD

The Ministry of Education and Training acknowledges the invaluable contributions from all those who took part in the preparation of this second National Education Sector Improvement Programme. Various sub-sectors outlined their medium term outcomes, strategic objectives, outputs and activities that they plan to undertake in the next three years so as to accomplish the governments' vision for 2022.

It is worth noting that the development of this document took time. A number of education stakeholders contributed to the development of the NETIP II in different ways and at different stages of its development. We acknowledge their input very much because the NETIP II document will provide strategic direction for development of the education sector in the medium term between 2018/19 -2020/21.

This is highly commendable work. Now, the responsibility to translate this plan into tangible results that will change the lives of the Swati people lies in the hands of all of us involved in the education sector. We welcome the support from Development Partners, Non-Governmental Organizations and the Private Sector. The year 2018 marks the beginning of our joint march towards quality education for all.

Our success lies in our hands.

Dr. Sibongile M. Mtshali-Dlamini
Principal Secretary (Ministry of Education and Training)

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LIST OF ABBREVIATIONS

AEC	Annual Education Census African Development Bank
AMICs	African Middle Income Countries
ARH	Adolescent and Reproductive Health
BMP	Basic Minimum Package
CBC	Competency Based Curricula Child Sex Abuse
CF	Competency Framework
CFTP	Competency Framework for Teaching Professions
CIE	Cambridge International Examination
CODEC	Cooperatives Development Centre
DIVT	Directorate of Industrial and Vocational Training
ECCD	Early Childhood Care and Development
ECCDE	Early Childhood Care and Education
ECOS	Examinations Council of Swaziland
ECCDE	Early childhood Care Development and Education
EDC	Emlalatini Development Centre
EDF	European Development Framework
EDSEC	Education Sector
EMIS	Education Management Information System
EFA	Education For All
EMIS	Education Management Information System
ERS	Economic Recovery Strategy
ESSP	Education Sector Strategic Plan
ETF	Employment and Training Fund
ETSD	Education, Training and Skills Development
ETSDS	Education, Training and Skills Development Sector
ETSP	Education and Training Sector Plan
EU	European Union
FAR	Fiscal Adjustment Roadmap
FDIs	Foreign Direct Investors
FPE	Free Primary Education
GER	Gross Enrolment Ratio
GET	General Education and Training
GoE	Government of Eswatini
HE	Higher Education
HIV/AIDS	Human Immunodeficiency Virus Infection / Acquired Immunodeficiency Syndrome
ICT IDE	Information and Communication Technology Institute for Distance Education
IGCSE	International General Certificate of Secondary Education
IMF	International Monetary Fund
INGOs	International Non-Governmental Organisations
IRN	Institution Register of Needs
IT	Information Technology
JS	Junior Secondary
LLL	Lifelong Learning
MDD	Millennium Development Declaration
MDG	Millennium Development Goal
MITC	Manzini Industrial Training Centre
MoET	Ministry of Education and Training
MTP	Management Training Programme
NAHEC	Nazarene Higher Education Colleges

NASTIC	Nhlangano Agricultural Skills Training Centre
NCPs	Neighbourhood Care Points
NDP	National Development Plan
NDS	National Development Strategy
NER	Net Enrolment Ratio
NETIP	National Education and Training Improvement Programe
NFE	Non-formal Education
NPYTC	Ngwane Park Youth and Training Centre
NHTC	National Handicrafts Training Centre
NPE	Non-formal Primary Education
NQFs	National Qualifications Frameworks
NTQA	National Training and Qualifications Authority
NTVETQF	National Technical and Vocational Education a Framework
NUPE	Non-formal Universal Primary Education
ODL	Open and Distance Learning
OVCs	Orphans and Vulnerable Children
PRSAP	Poverty Reduction Strategy and Action Plan
PSCE	Primary School Certificate Examination
PTD	Primary Teachers Diploma
R&D	Research and Development
RECs	Regional Education Centres
RISDP	Regional Indicative Strategy for Development
SACMEQ	Southern Africa Consortium for Measuring Educational Quality
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
SACU	South African Customs Union
SBCC	Social Behaviour Change Communication
SCCS	Schools as Centres of Care and Support
SCOT	Swaziland College of Technology
SEN	Special Education Needs
SET	Support to Education and Training
SGCSE	Swaziland General Certificate of Secondary Education
SHEC	Swaziland Higher Education Council
SNI	Sebenta National Institute
SITC	Siteki Industrial Training Centre
SNI	Sebenta National Institute
SNQAB	Swazi National Qualifications and Assessment Board
SPTC	Swaziland Post and Telecommunications Corporation
SS	Senior Secondary
STIs	Sexually Transmitted Infections
STRs	Student-Teacher Ratios
SWATA	Swaziland Training Authority
TNA	Training Needs Analysis
TOR	Terms of Reference
TTC	Teachers Training College
TVET	Technical and Vocational Education and Training
TVETSD	Technical and Vocational Education and Training Skills Development
UNEVOC	UNESCO International Centre for Technical and Vocational Educational Training
UNESWA	University of Eswatini
VET	Vocational Education and Training

VOCTIM	Vocational and Commercial Training Institute Matsapha
VS	Vocational Standards
VTCs	Vocational Training Centres
WB	World Bank
WEF	World Economic Forum
WFP	World Food Programme
WPC	William Pitcher College

EXECUTIVE SUMMARY

Contextualization of the NETIP II

The NETIP II document defines the education sector strategic objectives, priorities, strategies and key activities over the next three years. The NETIP II seeks to operationalize two policy documents namely, the Education Sector Strategic Plan (ESSP) covering the period 2010 – 2020 and the Education and Training Sector (EDSEC) Policy. It is based on the country's constitution and governments' long term vision to be attained by year 2022. Both promote education as a basic human right and an effective instrument that enable individuals not only to overcome poverty and become self-sustainable but also to make a meaningful contribution towards the economic growth of the county.

The NETIP II document will guide the programming, financing and monitoring of key sectors interventions from 2018 -2020. It aims at building the competencies amongst learners that are required in the labour market for the growth of the Swati economy and global competitiveness.

Elaborative Process

The elaboration of the NETIP II document was initiated in June 2017 following the Review of NETIP I. Since October 2016 when the review of NETIP I was undertaken, a number of studies or reviews were conducted and consultations held in different forums to understand the challenges currently faced by the sector. For example, these include studies on high repetition rates at primary and secondary education levels and out of school children amongst others.

Rationale of the Priorities for the Coming Years

Sustainable and inclusive growth and development of an economy cannot be achieved without education. The National Development Strategy (NDS) and the latest National Development Plan (NDP) acknowledges the role of education as a catalyst for sustainable and inclusive growth of the Swati Economy. Governments' vision for the future is to be "*A first world country where all citizens are able to sustainably pursue their life goals and enjoy life of value and dignity in a safe and secure environment*". Education is the vehicle to achieve this vision and this plan is one of the means towards the attainment of this vision.

Eswatini is signatory to a number of world or regional agendas for development. The government has revised its NDS and NDP to incorporate these commitments. This follows the adoption of the Sustainable Development Goals (SDGs), the SADC Regional Indicative Strategy for Development Programme (RISDP), the Africa 2063 Agenda amongst others. These have provided a strong justification for the education sector to reconsider her priorities for the medium term.

The sectors' concern in the next three years lies with the need to improve the quality of education at all levels, strengthening linkages between the different cycles in the education system to ensure smooth transition of learners from pre-primary education through tertiary and to the labour market. Provision of quality education programmes for all that is relevant to labour market demands is one effective strategy to reducing poverty and promoting growth. According

to the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) study on the quality of education, some learners reach upper primary without acquiring basic literacy and numeracy skills. NETIP II will attempt to ensure that teaching and learning actually takes place in the classroom and that the desired learning outcomes are achieved. The expectation is that the education reforms proposed in this plan will facilitate the provision of learners with competencies, knowledge and skills that would enable them to respond to the demands of the public and private sector.

The focus on quality of education is not only important for achieving the national goals but it is also one of the areas of focus under the Sustainable Development Goals (SDGs) to be achieved by 2030. Eswatini is signatory to this international agenda thus the education sector will in the medium term work on mobilizing resources required to deliver on SDGs 4 which is on education. Our strategies will promote inclusive and equitable quality education at all levels; early childhood, primary, secondary, tertiary, technical and vocational training. This will be done without forgetting the unfinished Education for All (EFA) agenda. In particular, Eswatini will accelerate efforts to improve participation rate at ECCDE, Secondary, TVET and tertiary levels as well as improving the delivery and efficiency of the education sector.

Education Sector Context and Current State
The NETIP II has been prepared in line with international, regional and national policies and priorities. At international level, NETIP II is informed by the Sustainable Development Goals (SDGs) and SDG 4 on education in particular. At continental, it is informed by the Africa 2063 Agenda for Development, while at regional level it is informed by the and the SADC protocol on Education and the SADC Regional Indicative Strategy for Development Programme (RISDP). At national level, it is informed by priorities in the National Development Strategy (NDS), the National Development Plan (NDP), the Poverty Reduction Strategy and Action Programme (PRSAP).

At sector level, the education development agenda continues to be informed by a sector review conducted in 2009 by the Government in collaboration with the World Bank and the European Union through the Support to Education and Training (SET) Programme under EDF 9. The aim of the review was to amass critical knowledge on how the sector could be restructured so that it supports accelerated growth, reduces poverty and enhances the standards of living of the people of Eswatini. The review has assisted the Education Sector to consolidate its priorities and has created a key information base for development of two key documents: i) the long term Education Sector Strategic Plan (ESSP) and ii) the Education and Training Sector Policy. These policy documents provide a strategic and visionary framework for the sector and support the wider context of Vision 2022.

The Education Sector Strategic Plan is long term, covering the period from 2010 to 2022. It covers key sub-sectors including Early Childhood Care Development and Education (ECCDE), General Education (Primary and Secondary Education), Technical and Vocational Education and Training (TVET), Higher Education, Adult and Non-Formal Education and cross cutting issues. In order to operationalize the ESSP and the EDSEC Policy the first National Education and Training Improvement Programme (NETIP) was adopted in 2013. It articulated the

EDSEC activities within the short-term period of three years (budget years 2013/14 – 2015/16). NETIP II will articulate the EDSEC activities for the next three years (2018/19 – 2020/21).

As a sector, we have made progress in securing access and participation of our children in the primary education system. Over 95% of age eligible children have access to primary education. This was made possible through the provision of grants, free stationery, and textbooks, introduction of the school feeding programme, provision of infrastructure, facilities and equipment etc. The sector has also made significant strides to improve the quality of education. The achievements made include the development of the Swaziland Curriculum Framework, training of school managers on school management, strengthening the capacity of teachers through training to be able to deliver the curriculum effectively. In addition to this, learners continued to be empowered through the life skills programme.

At the centre of these reforms was the strengthening of Information Communication and Technology (ICT) in education which included provision of ICT equipment, capacity building of teachers and development of ICT syllabuses for both primary and secondary education levels amongst other things. Furthermore, the Special Education Needs programme has been strengthened through various initiatives such as the capacity building programme for education practitioners including teachers, school support staff and communities, modification of infrastructure to accommodate learner with special needs, provision SEN teaching and learning materials etc. In terms of improving access to TVET and higher education we have observed very good progress in terms of the introduction of new programmes, introduction of part- time or distance learning programmes, provision of scholarships for TVET students and the expansion of physical infrastructure. In terms of improving regulation and ensuring that quality and relevant programmes are offered in institutions of higher learning, the sector must be applauded for the establishment of the Swaziland Higher Education Council (SHEC) which is also responsible for the accreditation of qualifications.

However, there are still significant challenges for the future. Particular effort is required to provide an education that is inclusive and ensures the retention of children in school and their progression from one level to the next, as well as to improve the quality of education resulting in better performance by learners at all levels. Greater emphasis needs to be placed on promotion of lifelong learning as emphasized in the EDSEC policy.

Major Constraints/ Challenges
Following the significant improvement in enrolment rates as a result of the introduction of the Free Primary Education programme (FPE), there is mounting pressure to improve the quality of education and to ensure that learning actually takes place in the classroom. There is also mounting pressure for the sector to facilitate the absorption of primary graduates into secondary education level and that learners who enter primary education are adequately prepared for primary education and other subsequent levels of education.

Pre-primary education remains largely in private hands as it is not provided by government. Findings from the Eswatini Household Income and Expenditure Survey (EHIES, 2018) indicate that only 21.6% of pre-primary school going age children have access to Early

Childhood Care and Development Education (ECCDE). The implication of this is that many children enter primary education without preparation for primary education. This also means that the children admitted at primary education levels may be at different levels in terms of knowledge and skills as the curriculum is not standardized. Another challenge facing the sector with regards to pre-primary education is the lack of reliable data on the sub-sector which is crucial for planning and mobilizing resources for improvements to be made. The ECCDE programmes is important and needs to be prioritized as it provides a stimulating environment for the all-round development of the child which lays a foundation for formal schooling, and gives the best returns on human development.

At primary education level, the quality of education is a very serious concern. Although the 2013 SACMEQ study which compared the quality of primary education in the Sub-Saharan region indicated that Swati learners are doing well in terms of literacy and numeracy, there are regions that still performed poor. There is a need to ensure that our learners are actually learning and are able to achieve the outcome specified for each level. Given this, there is a strong justification for the introduction of a competency based curriculum with clear outcomes for each level.

Access to secondary education continues to be very limited and inequitable. According to the Annual Education Census (AEC, 2015) report, at lower secondary school level the Net Enrolment Rate is 27.7% while the Gross Enrolment Rate is 88.4%. At senior secondary school level the Net Enrolment Rate is 11.8% while the Gross Enrolment Rate is 62.7%. The low NER means that the number of age eligible children who have access to education (either lower or senior level) is very low as compared to the population of that cohort/age group. A high number of learners at this level are over age and this is due to a number of reasons. Repetition and drop-out rates could explain this phenomenon.

The repetition rate at lower and senior secondary education level is 12.9% and 6.5% respectively, while the dropout rate is 3.6% and 4.1% respectively. Repetition is high both at primary and secondary education level. At primary education level, the repetition rate was at a high of 16.6% in 2015 despite the repetition policy stipulating that it should not exceed 10%. The big problem with repetition is not only the fact that repeaters block spaces for learners graduating from lower grades but that at the end of it all it amounts to huge wastage of government resources.

The cost of secondary education is another area of concern for the sector. Therefore, not all learners who started off at primary eventually reach higher secondary education, i.e. Form 5. This indicates a very inefficient system of education, which pushes out a large number of the children out of school. The biggest question is, "what happens to these children? Do they join the informal labour market and provide low level skills? If so, there is a need to accelerate efforts towards producing workers with high level knowledge and skills necessary to transform the Swati economy to acquire the first world status and to produce workers that can compete with workers in the rest of the world.

Access to Technical and Vocational Education and Training (TVET) as well as Higher Education (HE) institutions still remains limited. There is lack of reliable data on the number of secondary schools graduates who eventually access TVET and HE. There is a need to ensure availability accurate in this subsector. In addition to this, quality of education and relevance of programme offered need to be improved. There is a serious need to improve the quality and relevance of education at this level to ensure that graduates from these institutions are easily absorbed into the labour market or can start their own businesses or income generating projects.

Emerging Issues: Implications For Implementation Under The Netip Ii

1. **Renewed Focus on Effective Learning:** In recent years there has been an increasing call for the introduction of a learner centred approach in teaching and learning. The on- going curriculum reform has also supported the use of this approach for effective learning to be achieved. This approach is all about encouraging the learner's voice in learning, and encouraging learners to have a place at the table for larger conversations about their education. Often times we place focus on teaching, but it is learning that matters most. A focus on effective and relevant learning may require review of: existing curricula frameworks; teaching and learning contents, pedagogy, materials and classroom teaching practice; assessment frameworks; and teacher training and professional development. A holistic and coherent curricular approach will require alignment between curriculum content, assessment, teacher training, as well as school leadership and management.

2. **Assessment of Learning Outcomes:** A focus on effective and relevant learning requires fairer and more balanced mechanisms for measuring and validating knowledge, skills and competencies across a broader spectrum of users and competencies and thus greater flexibility in assessment practice.

3. **Quality Assurance and Qualification Frameworks:** A focus on the effective acquisition of competencies and the relevance of learning for the world of work and civic life requires the establishment or strengthening of national quality assurance and qualification frameworks.

4. **Technology:** Today, technology is everywhere and entwined in our daily lives. As such technology has become very important for education. Given this, integrating technology into teaching and learning in a meaningful and purposeful way would ensure that effective learning take place. There is a need to embrace technology in our education system so that technological skills are acquired in the early years of education. In order to achieve this, learning institutions need to be equipped with the basic resources for teaching and learning.

5. **SDGs - Focus on Inclusion and Equity and Lifelong Learning:** In September 2015, the World adopted the 2030 Agenda for Sustainable Development with 17 Sustainable Development Goals (SDG). The fourth SDG focuses on education uniting a coherent set of

interrelated targets to ensure quality education for all and equal learning opportunities throughout life.

SDG 4 goes beyond a mere expansion of the scope and coverage of the Education for All agenda by placing learning and equity at the core of global education discourse. This requires rethinking education and envisioning a new construct of education around lifelong and life-wide learning, and embedding SDG 4 into national education planning.

6. **SADC RISDP:** The RISDP is a strategic regional development framework guiding Regional Integration for the period (2005-2020). The revised RISDP (2015 – 2020) was approved in August 2015.

The RISDP re-affirms the commitment of SADC Member States to good political, economic and corporate governance entrenched in a culture of democracy, full participation by civil society, transparency and respect for the rule of law.

The RISDP emphasises that good political, economic and corporate governance are prerequisites for sustainable socio-economic development, and that SADC's quest for poverty eradication and deeper levels of integration will not be realised if these are not in place. The focus of the RISDP is thus to provide strategic direction with respect to SADC programmes and activities.

7.   AFRICA AGENDA 2063

Eswatini is part of the African Union (AU). In 2013, the African Union has developed Agenda 2063, its 50-year Vision and Action Plan for the Africa that Africans want. The vision of Agenda 2063 is that Africa will become a rich continent with high-quality growth that creates employment opportunities for all, especially women and youth. Through this vision, sound policies and greater infrastructure will push Africa's transformation by enhancing the conditions for private sector development and by heightening investment, entrepreneurship, and micro, small and medium enterprises. Agenda 2063 calls for action by all segments of society to work together and build a prosperous and united Africa based on shared values and a common destiny.

Agenda 2063 has eight goals in their vision to serve as the guide for the continent. Agenda 2063 aims to enable Africa to remain focused and committed to the ideals envisaged in the context of a rapidly changing world.

Good Governance

Human resource development is key towards securing good governance of the education system. This requires integrated management of both teaching and non-teaching personnel with respect to recruitment, selection, contracting, career development, evaluation, as well as their training, capacity building, motivation and retention. At the same time it is crucial that everyone involved be held accountable for their own performance and for the performance of

the sector as a whole. To ensure a quality education, the system requires improved internal controls, strengthened supervision and inspection, and greater involvement of the school councils to ensure accountability and compliance with educational standards and norms.

A huge budget will be allocated to education institutions as subvention or decentralized to schools through school grants and these institutions/ schools have an important responsibility to implement this plan. Therefore, special attention is required to the development of institutional and human capacity in the Regional Education Officers and schools, particularly in the area of Planning, Budgeting, Execution, Monitoring and Evaluation

Financing

The share of the education sector in the total government spending has been fluctuating over the years, with the sector claiming more than 15% of the government budget for the 2018/19 financial year. Eswatini's expenditure on education is high than the average for comparable Sub-Saharan countries and meets the UNSECO benchmark of 15%. In terms of the Government's apportionment of the budgetary allocation to the education sector, primary education takes the larger share. Total Government recurrent and capital budget allocation to the Ministry of Education and Training over the period 2009/10 - 2018/19 is shown in Table 1 below.

Table 1: Total Government Recurrent and Capital Budget Allocation to MoET (2009/10 - 2018/19)					
Financial Year	Total Government Expenditure	Education Expenditure in Emalangeni			
		Recurrent `000	Capital `000	Total `000	% of Total Govt. Exp.
2009/10	10 935 357	1 464 744	50 653	1 515 397	13.9%
2010/11	10 338 298	1 697 589	48 183	1 745 772	16.9%
2011/12	9 132 335	1 744 706	55 559	1 800 265	19.7%
2012/13	10 422 985	2 039 481	107 406	2 146 887	20.6%
2013/14	12 889 818	2 170 867	52 930	2 223 797	17.3%
2014/15	15 658 699	2 453 039	187 896	2 640 935	16.9%
2015/16	16 613 882	2 758 194	166 682	2 924 876	17.6%
2016/17	18 577 871	2 949 511	189 476	3 138 987	16.9%
2017/18	21 779 353	3 306 365	139 273	3 445 638	15.8%
2018/19	21 596 138	3 172 169	156 854	3 329 023	15.4%
Source: GoE Estimate Books FY 2009-2018					

The extent to which planned activities will be achieved in this plan depends, to a large extent, on the resources available in coming years. The costing of this plan has been prepared with the assumption that more resources will be mobilised from Government and Non- Government sources, which will enable the expansion of post-primary education. The availability of additional resources over the plan's implementation period would also facilitate the acceleration of several proposed interventions such the implementation of a competency based curriculum at primary education level, increased direct support to schools; additional procurement of furniture and equipment; strengthened social support programs for the most vulnerable (among others). With the understanding that education is a shared responsibility between government, parents and families, and the productive sector that which will benefit from the improved quality of human resources, in the coming years greater contributions will be sought from families. Also, the expansion of private education through incentives packages will be encouraged, as well as an increase in contributions by the productive sector through their corporate social responsibility programmes.

Table 2: Major Assumptions and Risks, where Risk is estimated as High

Assumption	Risk
That development partners and the private sector will sufficiently contribute to the financing of the NETIP, so that there will be no significant financing gap.	Insufficient contributions from development partners will hamper the implementation of the education sector reform.
Present key MoET staff will remain in post (and so will not be promoted or transferred) for the duration of the implementation of the NETIP.	The expertise and experience built by senior staff will be lost, thus reducing efficiency, effectiveness and sustainable impact.
The MoET team of inspectors, in particular, will have the capacity and resources to be able to cope with the many additional demands that will be placed on them.	The lack of adequate capacity and resources of the MoET team of inspectors will have a negative impact on the quality of the monitoring process.
The REO offices will have the capacity and resources to be able to cope with the many additional demands that will be placed on them.	That the REO offices will not have adequate capacity and resources to further actively support the educational institutions.
That further improvements to EMIS data will not entail major adverse revisions to key education indicators, especially the	The quality and completeness of statistical data remain arbitrary and will not be
Primary Net Enrolment Ratio (2015 = 95.6%).	adequate to support policy development and implementation.
That MoET is able to enforce its Repetition Rate policy (that Repetition should not exceed 10%), in order to reduce the current very high Primary school Repetition rates (of over 15%).	That the present situation, whereby MoET is effectively unable to enforce its official Repetition Rate policy, will continue.

Capacity Development Plan: Details major Capacity Development needs, especially for senior MoET staff.

Monitoring and Evaluation (M&E): Summary M&E tables are included in main text, full M&E tables are given separately in Annex 2.

Budget and Costing: Summary costing tables are included in main text, full costing tables are given separately in Annex 3

Table 3: The Summary Costing and Budget for NETIP II by Programme

Activities	2018	2019	2020	TOTAL
Area 1: ECCDE	14 595 643	19 513 076	28 135 980	62 244 700
Area 2: Primary Education	30 633 256	40 020 539	42 957 833	113 611 628
Area 3: Secondary Education	61 356 285	64 159 217	99 428 967	224 944 469
Area 4: TVET	7 702 500	8 504 671	7 279 500	23 486 671
Area 5: Teachers Education	9 668 598	1 162 650	87 900	10 919 148
Area 6:Higher Education	1 196 625	2 475 800	1 202 875	4 875 300
Area 7: Non-formal Adult Education	1 742 734	4 818 307	1 027 234	7 588 275
Area 8: Cross Cutting Issues				
ICT	689 600	720 000	778 400	2 188 000
CSTL	678 825	1 053 950	313 950	2 046 725
SEN	2 496 320	2 985 939	670 628	6 152 887
Contingencies	11 768 435	13 087 273	16 369 494	41 225 202
Total Budget	**142 528 821**	**158 501 422**	**198 252 761**	**499 283 005**

NETIP II Outcomes, Priority Strategic Objectives, and Outputs in priority order, for each education sub-sector:

EARLY CHILDHOOD CARE AND EDUCATION (ECCDE)
OUTCOME: Children's health and personalities developed in preparation for learning in school

Sub-sector priorities
SO 1: Improve Delivery and Efficiency of ECCDE
>   OP 1.1 Coordination, planning and alignment of ECCDE improved
SO 2: **Improve Access to Quality ECCDE**
>   OP 1.2 Equal access to ECCDE provided
SO 3: **Improve Quality and Relevance of ECCDE**
>   OP 1.3 Quality and Relevance of ECCDE enhanced

PRIMARY EDUCATION
OUTCOME: Learners' general knowledge, independent thinking skills + organizational skills developed in preparation for successful progression in the education system

Sub-sector priorities
SO 1: Improve Primary Education Quality and Relevance
>   OP 2.1 Competency-based curriculum at primary level implemented
SO 2: Improve Delivery and Efficiency of Primary Education
>   OP 2.2.1 Capacity for schools management and other professional staff created
>   OP 2.2.2 Resource efficiency for curriculum drivers
SO 3: Improve Access to Primary Education
>   OP 2.3 Free Primary Education implemented and sustained

SECONDARY EDUCATION
OUTCOME: Learners prepared for successful transition to the labour market or the higher education system

Sub-sector priorities
SO 1: Improve Access to Secondary Education
>   OP 3.1 Access to secondary education expanded
SO 2: Improve Quality and Relevance of secondary education
>   OP 3.2 Quality and Relevance of Secondary Education Improved
SO 3: Improve Delivery and Efficiency of secondary education
>   OP 3.1 Capacity building for Secondary Inspectorate, NCC, INSET and Teachers strengthened

TVET
OUTCOME: TVET graduates prepared to enter the labour market and to contribute to socio-economic development

Sub-sector priorities
SO 1: Improve Quality and Relevance of TVET
>   OP 4.1.1 A TVET competency-based training system established

OP 4.1.2 Quality assurance and assessment system for TVET established
SO 2: Improve Delivery and Efficiency of TVET
OP 4.2 Resource efficiency in TVET improved
SO 3: Improve Access and Equity in TVET
OP 4.3 Equitable access to TVET expanded

Teacher Education
OUTCOME: Teachers prepared for the transmission of knowledge, independent thinking and organizational skills to learners, and for the development of learners' personalities in preparation for their contribution to society

Sub-sector priorities
SO 1: Improve Quality and Relevance of Teacher Development and Management
OP 5.1 Quality of teacher training programmes in pre-service and in-service training strengthened; with a view to continuously improve the professional quality of teachers
SO 2: Improve Delivery and Efficiency of Teacher Development and Management
OP 5.2 Teacher management system improved
SO 3: Improve Access and Equity in Teacher Education
OP 5.3 Teacher education expanded

Higher Education
OUTCOME: Graduates prepared as highly qualified specialists to contribute to scientific progress, socio-economic and cultural development

Sub-sector priorities
SO 1: Improve Quality and Relevance of Higher Learning Institutions
OP 6.1 Strategic plans and statutes for higher education institutions implemented
O.P 6.1.2 Swaziland Qualifications Framework (SQF) aligned to the SADC Qualifications Framework
SO 2: Improve Access and Equity to Higher Learning Institutions
O.P 6.2 Mode and basis of participation in all higher education programmes widened
SO 3: Improve Delivery and Efficiency of Higher Learning Institutions
OP 6.3.1 Linkages between higher education institutions and industry/ labour market employers increased and made more efficient and effective
OP 6.3.2 Credit Accumulation and Transfer System (CATS) established

Non-Formal, Adult Education (NAE) and Life-long Learning (LLL)
OUTCOME: Out-of school children and youth, as well as adults, empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education

Sub-sector priorities (2018/19 – 2020/21)
SO 1: Improve Delivery and Efficiency of NAE & LLL
OP 7.1   Provision of NAE and LLL harmonized and regulated
SO 2: Improve Access to NAE & LLL
OP 7.2   Access to Non-Formal Education and transition to higher levels of education (both formal and non- formal) improved
SO 3: Improve Quality and Relevance of NAE & LLL
OP 7.3 Quality of Non-Formal Adult Education programmes consistently improved, also empowering Illiterate adults

CHAPTER 1: MACROECONOMIC AND SOCIAL CONTEXT

1.1 Eswatini's Social and Economic Context

Eswatini is a small landlocked country in Southern Africa measuring approximately 17,000 square kilometres, with a population of approximately 1.1 million, of which 11.9% is under the age of 5 years and 45.7% is under the age of 20 years[1]. This means that almost half of the population is of school going age.

The economy of Eswatini is projected to have grown by 1.9% in 2017 from 1.4% in 2016 mainly benefitting from a faster recovery in crop production on both Swazi National Land and Individual tenure farms.[2]

Eswatini derives the largest share of its revenue from tax collections which accounts for 52% of total revenue. The second largest contribution to revenue is the SACU receipts which accounts for 43% of the total revenue in 2017/18. Consumer inflation recorded an average of 6.2% in 2017 compared to 7.8% in 2016 mainly due to slow down in food prices.

Eswatini continues to face major social challenges, such as high poverty and inequality; high unemployment, especially amongst the youth; and a high rate of HIV/AIDS. According to the 2013/14 labour force survey, the official unemployment rate stands at 28.1% for both sexes, 24.4% for males and 32.2% for females[3]. The country is classified as a low middle-income country with a favourable per capita income of USD 48321 in 2016[4]. It is worth noting that about 59%[5] of the population lives below the poverty line. Moreover, inequality is substantial and this is reflected in the Gini coefficient of 0.49. Eswatini remains in the low human development category with a Human Development Index (HDI) value unchanging for four straight years of 0.541 from 2011 through 2016, which places it at 148 out of 188 countries. This is caused by a combination of factors such as low life expectancy at birth mainly due to HIV/AIDS and the low combined Gross Enrolment Ratio (GER) for primary, secondary and tertiary education amongst other things.

Over the years, the Government of Eswatini has developed a range of policies and strategic instruments to provide a road map to economic recovery, all of which are yet to deliver. Key amongst these are the National Development Strategy (NDS) adopted in 1999 and revised in 2014 with a vision to be achieved by 2022, and the Poverty Reduction Strategy and Action Plan (PRSAP), approved by Cabinet in 2007. In 2011, Eswatini developed the Fiscal Adjustment Roadmap (FAR) and the Economic Recovery Strategy (ERS) with a view to accelerate and sustain economic growth.

The Link Between Economic Growth and Education

Many studies have established that improvements in education are associated with long-term improvements in economic performance. Education improves the overall skills and abilities of the workforce, leading to greater productivity and improved ability to use existing technology, and thus contributing to economic growth. Having a more educated workforce enables firms

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[1] The 2017 Population and Housing Census, Central Statistical Office, pg. 4 & pg. 11
[2] Budget Speech 2018 pg.9
[3] https://swazistat.wordpress.com/2016/03/31/labour-force-survey-201314/
[4] MEPD economic Bulletin 2018 Q1 pg.10
[5] Eswatini Household Income and Expenditure Survey 2016, Central Statistical Office

to take advantage of new economic opportunities, leading to improved performance. Also, economic growth can lead to greater national and personal wealth, which increases the resources available and opportunities for education. Through NETIP II, the education sector will come up with strategies that will not only facilitate expanded access to education but strategies that will ensure provision of quality and relevant education. Moreover, the sector will strive to ensure that education is equitable, inclusive and founded on or embraces the life-long approach to learning.

Education Policies and Strategic Plan

The education development agenda in Eswatini continues to be informed by a sector review conducted in 2009 by the Government in collaboration with the World Bank and the European Union through the Support to Education and Training (SET) Programme. The aim of the review was to amass critical knowledge on how the sector could be restructured so that it supports accelerated growth, reduces poverty and enhances the standards of living of the people of Eswatini. The review has assisted the Education Sector to consolidate its priorities and has created a key information base for the development of two key documents: (i) the long term Education Sector Strategic Plan (ESSP) adopted in 2010 and (ii) the Education and Training Sector (EDSEC) Policy adopted in 2011. These policy documents provide a strategic and visionary framework for the sector and support the wider context of Vision 2022.

The ESSP is long term, covering the period 2010 to 2022. It covers key sub-sectors including Early Childhood Care Development and Education (ECCDE), General Education (Primary and Secondary Education), Technical and Vocational Education and Training (TVET), Higher Education (HE), Adult and Non-Formal Education and cross cutting issues. In order to operationalize the ESSP and the EDSEC Policy, the first National Education and Training Improvement Programme (NETIP) was adopted in 2013. It articulated the education sector activities within the short-term period of three years (2013/14–2015/16). NETIP I was revised in 2014 to allow for a harmonized presentation of the sub-sectors and to present a more realistic cost of implementing it. NETIP II will articulate the Education Sector activities for the next three years (2017/18–2019/20). In addition to the 2009 education sector review, the development of NETIP II will also be informed by the findings and recommendations from the baseline survey and the internal review of NETIP I.

NETIP II Linkages with National Policies, Regional and International Commitments

The NETIP II has been prepared in line with the priorities in the NDS, the National Development Plan (NDP), PRSAP, SADC protocol on Education and the SADC Regional Indicative Strategy for Development Programme (RISDP). Furthermore, it is informed by the African Union Agenda 2063 for Development and the Sustainable Development Goals (SDGs) and SDG 4 on education in particular.

Emerging Issues and Main Implications for Implementation

   1. The Sustainable Development Goal 4 on Quality Education For All

In 2015, Eswatini became signatory of the United Nations Sustainable Development Goals, which sets seventeen (17) global goals with 169 targets, whose fundamental aim is to transform the world.

SDG 4 focuses on Inclusion, Equity and Lifelong Learning. It goes beyond the mere expansion of the scope and coverage of the Education for All agenda by placing learning and equity at the core of the global education discourse. This requires re-thinking education and envisioning a new construct of education around lifelong, life-wide learning, and embedding SDG 4 into national education planning.

Figure 1: SDG 4 Targets

SDG4 targets express a global commitment by all countries to ensure the **right to quality education for all** throughout life. This includes commitments to ensure both access to quality pre-primary, primary and secondary education for all and equal opportunity for access to effective quality post-secondary education and training. Across all targets the central concern is ensuring equal opportunity in access to effective and relevant learning. Because of its sector-wide scope, SDG 4 cannot be implemented as something different and separate from national education sector development. The degree of alignment of national policies and plans to SDG 4 depends on Eswatini's policy priorities, political commitment, planning cycles and institutional arrangements, as well as human, technical and financial capacity.

   2. Africa Agenda 2063

Eswatini is part of the African Union (AU). In 2013, the AU developed Agenda 2063, its 50-year Vision and Action Plan for the "Africa that Africans want". The vision of Agenda 2063 is that Africa will become a rich continent with high-quality growth that creates employment opportunities for all, especially women and the youth. Through this vision, sound policies and greater infrastructure will push Africa's transformation by enhancing the conditions for private

sector development and by heightening investment, entrepreneurship, and micro, small and medium enterprises. Agenda 2063 calls for action by all segments of society to work together and build a prosperous and united Africa, based on shared values and a common destiny.

Agenda 2063 has eight goals to serve as the guide for the continent. Agenda 2063 aims to enable Africa to remain focused and committed to the ideals envisaged in the context of a rapidly changing world.

One of the aspirations of the 2063 Africa Agenda is that by 2063 the continent has "well educated and skilled citizens, underpinned by science, technology and innovation: for a knowledge society is the norm and no child misses school due to poverty or any form of discrimination;

Agenda 2063;

- Demands that Africa invests in skills, science, technology, engineering, and mathematics so that the peoples of Africa can drive the continent's development.
- Calls for the continent's education systems to enhance skills in traditional professions such as teachers, nurses, doctors and lawyers – and in sciences, technology, engineering, and mathematics to support the rapidly changing demands of African economies.
- Calls for the urgent need to develop skills for micro, small and medium enterprises.
- Places focus on Science, technology and business creation as key areas. To start meeting the targets of the first ten-year plan of Agenda 2063, African institutions dealing in education must focus more on investing in science and technology.
- Says that support for technological and vocational training must step up and link to specific needs in the labuor market, in both the formal and informal sectors, including the skills to create small businesses.
- Programs for women studying in technical and scientific areas must be supported.

Agenda 2063 calls for governments to work with the private sector, foundations, non-governmental organizations, civil society organizations, and academia to achieve these aspirations by 2063.

3. *SADC RISDP*

The RISDP is a strategic regional development framework guiding Regional Integration for the period (2005-2020). The revised RISDP (2015 – 2020) was approved in August 2015.

The RISDP re-affirms the commitment of SADC Member States to good political, economic and corporate governance entrenched in a culture of democracy, full participation by civil society, transparency and respect for the rule of law.

The RISDP emphasises that good political, economic and corporate governance are prerequisites for sustainable socio-economic development, and that SADC's quest for poverty eradication and deeper levels of integration will not be realised if these are not in place. The

focus of the RISDP is thus to provide strategic direction with respect to SADC programmes and activities.

The purpose of the RISDP is to deepen regional integration in SADC. It provides SADC Member States with a consistent and comprehensive programme of long-term economic and social policies.

The education and training sectors' contribution to the RISDP is through the human and social development priority intervention area. The goal is to contribute to the reduction of human poverty and to improve the availability of educated, skilled, healthy, flexible, culturally responsive, productive and efficient human resources for the promotion of SADC's equitable growth, deeper integration and its competitiveness in the global economy. In pursuit of this goal, the RISDP focuses on the development and sustenance of human capabilities; the development of positive values, attitudes, and practices; and on increasing the utilization of human capabilities. This area is also critical in addressing cross-cutting issues such as human poverty, gender mainstreaming, environment, HIV and AIDS, science and technology, ICT and media access.

The broad targets under the RISDP are as follows:

- All Member States should achieve universal primary education and ensure that all children complete a full course of primary schooling by 2015
- Enrolment gaps between boys and girls in primary and secondary education should be eliminated preferably by 2005, and at all levels of education by no later than 2015
- Under-Five Mortality Rates should be reduced by two-thirds between 1990 and 2015 in all Member States
- Maternal Mortality Rates reduced by three quarters between 1990 and 2015 in all Member States
- All Member States should halt and begin to reverse the incidence of malaria and other major diseases by 2015

4. *Renewed Focus on Effective Learning*

In recent years there has been an increasing call for the introduction of a learner centred approach in teaching and learning. The on-going curriculum reform has also supported the use of this approach for effective learning to be achieved. Currently, the focus is mainly on teaching rather than ensuring that learners acquire the desired knowledge and skills. A holistic and coherent curricular approach will require alignment between curriculum content, assessment, teacher training, as well as school leadership and management. A focus on effective and relevant learning requires fairer and more balanced mechanisms for measuring and validating knowledge, skills and competencies across a broader spectrum of users and competencies and thus greater flexibility in assessment practice. A focus on the effective acquisition of competencies and the relevance of learning for the world of work and civic life requires the establishment or strengthening of national quality assurance and qualification framework.
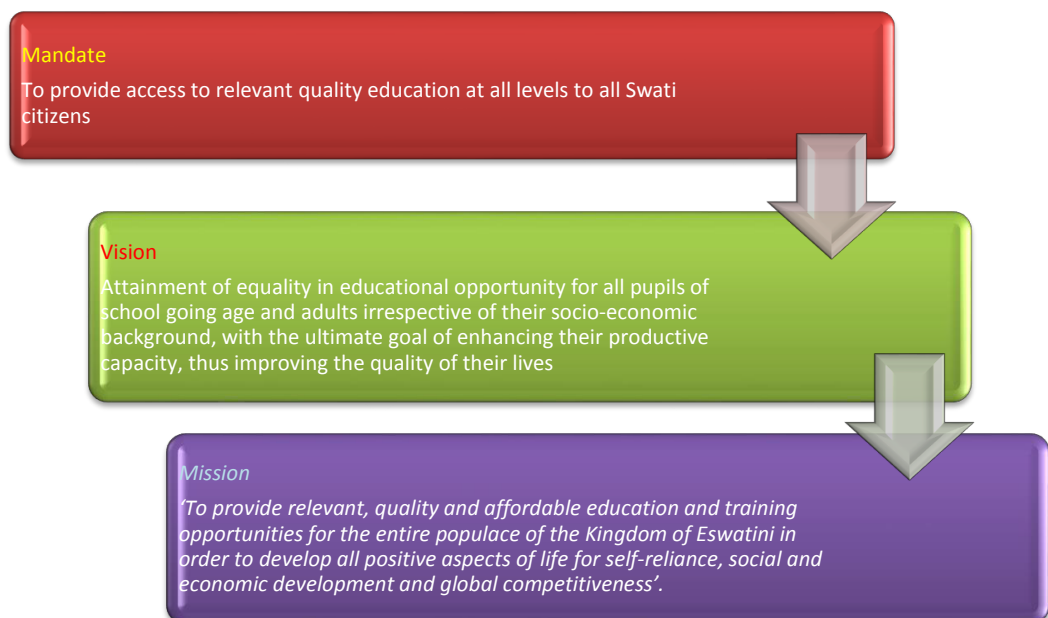
5. Technology

Today, technology is everywhere and entwined in our daily lives. As such technology has become very important for education. Given this, integrating technology into teaching and learning in a meaningful and purposeful way would ensure that effective learning take place. There is a need to embrace technology in our education system so that technological skills are acquired in the early years of education. In order to achieve this, learning institutions needs to be equipped with the basic resources for teaching and learning.

Rationale of the NETIP II Priorities

The priorities for NETIP II (2018/19 -2020/21) will continue to be informed by recommendations of the 2009 education sector review, mediumlong term strategies in the ESSP, findings and recommendations from the baseline survey report, NETIP I review report, EMIS reports, the emerging issues and or challenges currently facing the education sector.

Looking ahead, the sectors' concern lies with the need to improve the quality of education at all levels, strengthening linkages between the different cycles in the education system to ensure smooth transition of learners from pre-primary education through tertiary and the labour market. Secondly, of particular importance is improving the participation rate at ECCDE, Secondary, TVET and tertiary levels. Improving quality and access to education will be accelerated taking into consideration issues of inclusivity and lifelong learning. The focus of the NETIP II is on providing learners with competencies, knowledge and skills that would enable them to respond to the demands of both the public and private sector.

Figure 2: Education Sector Mandate, Vision and Mission

Mandate
To provide access to relevant quality education at all levels to all Swati citizens

Vision
Attainment of equality in educational opportunity for all pupils of school going age and adults irrespective of their socio-economic background, with the ultimate goal of enhancing their productive capacity, thus improving the quality of their lives

Mission
'To provide relevant, quality and affordable education and training opportunities for the entire populace of the Kingdom of Eswatini in order to develop all positive aspects of life for self-reliance, social and economic development and global competitiveness'.

CHAPTER 2: PROGRESS ACHIEVED IN THE IMPLEMENTATION OF NETIP I

2.1.1 Priorities of the Education Sector -2013/14 -2015/16
The priorities of NETIP I (2013/14 – 2015/16) was to work towards the achievement of three (3) **Strategic Objectives** namely:

→ *Improved Access and Equity of Education*
→ *Improved Quality and Relevance of Education*
→ *Improved Delivery and Efficiency of Education*

2.1.2 The Main Focus for the Education Sector -2013/14 -2015/16
The sector put this focus into operation by pursuing the following main interventions:

- Intensified efforts towards expanding access to primary and secondary education and reducing barriers by implementation of equity and competitive driven reforms that facilitate access to education for all children. This entailed the provision of primary school education grants, learning materials (e.g. free exercise books, textbooks, stationery, equipment, furniture etc.), school facilities and infrastructure at primary school level. At secondary and higher education level, expansion of access entailed the construction of new schools or expansion of physical structures in existing schools or institutions. In addition, it covered the diversification of the secondary curriculum and introduction of new programmes at post-secondary education level to provide opportunities for increased participation. Finally, expansion of access at TVET and HE institutions was enhanced though the provision of government scholarships targeting all learners who have performed well at secondary level and those from poor socio-economic backgrounds.

- Enhance the quality of education by providing schools with qualified teachers, mounting in-service courses to keep serving teachers up to date with the latest approaches in teaching, increasing the capacity of teacher training colleges to enrol more learners and offer courses that are relevant for the holistic development and education of the Swati children, provision of learning materials (textbooks and stationery- primary schools), infrastructure, furniture and equipment to schools. Another intervention was the collaboration with the Ministry of Natural Resources and Energy, and the Ministry of Public Works and Transport in the provision of electricity and reliable safe drinking water to both rural and urban schools. In an effort to improve pupils' learning outcomes and education relevance an intervention was made that covered the introduction of ICT as a subject and as a tool for improving the delivery of education in general, technical and vocational subjects, box libraries aimed at improving children's reading and writing skills.

- The concept of School Development Plans and School Performance Reports was introduced in order to make improvements in the delivery and efficiency of education.

NETIP I STRATEGIC OBJECTIVES, OUTCOMES, OUTPUTS AND MAIN ACTIVITIES (SUMMARY VERSION)

Sub-Sector	NETIP Strategic Objective in Priority Order	Outputs	Outcomes	Outcome Indicators
Overall Goal: Quality of Life for all Swazis Improved				
1. Early Childhood Care and Education (ECCDE)	SO 1 Improve delivery and efficiency of ECCDE	**OP 1.1 Coordination, planning and alignment of ECCDE improved**	*OC 1: Children's health and personalities developed in preparation for learning in school*	*IOC 1.1 Level of children's early and comprehensive development in relation to the Swaziland Early Learning and Development Standards (SELDS)*
	SO 2 Improve access and equity in ECCDE	**OP 1.2 Equal access to ECCDE provided**		*IOC 1.2 Degree of children's school readiness*
	SO 3 Improve the quality and relevance of ECCDE	**OP 1.3.1 Sensitisation strategy on child development implemented**		*IOC 1.3 Degree of quality of educators' interaction with children (focussing on supportive child development)*
		OP 1.3.2 Competent ECCDE staff supplied		*IOC 1.4 Degree of interaction among parents, non-governmental and governmental institutions (focussing on the child's preparation for school)*
		OP 1.3.3 ECCDE norms and standards developed and implemented		

2. Primary Education	SO 1 Improve the quality and relevance of primary education	OP 2.1 Competency-based curriculum at primary level implemented	OC 2: Learners' general knowledge, independent thinking skills + organisational skills developed in preparation for successful progression in the education system	IOC 2.1 Degree of effective utilisation of technical-educational resources (e.g. computer labs, science labs, laboratories) IOC 2.2 Degree of effectiveness of interaction between the participants in the educational process IOC 2.3 Degree of students' subject knowledge in relation to the requirements of Eswatini educational standards IOC 2.4 Level of development of learning skills (e.g. independent thinking, problem solving skills, organisational skills) IOC 2.5 Level of students' preparedness for conscious choice of profession and/or the next phase of education
	SO 2 Improve delivery and efficiency of primary education	OP 2.2 Capacity for schools management and other professional staff created		
	SO 3 Improve access and equity in primary education	OP 2.3 Free Primary Education rolled out		

Sector	SO	OP	OC	IOC
3. Secondary Education	SO 1 Improve access and equity in secondary education	**OP 3.1 Access to secondary education expanded**	***OC 3: Learners prepared for successful transition to the labour market or the higher education system***	*IOC 3.1 Degree of effective utilisation of technical-educational resources (e.g. computer labs, science labs, laboratories) IOC 3.2 Degree of effectiveness of interaction between the participants in the educational process IOC 3.3 Degree of students' subject knowledge in relation to the requirements of State educational standards IOC 3.4 Level of development of learning skills (e.g. independent thinking, problem solving skills, organisational skills) IOC 3.5 Level of students' preparedness for conscious choice of profession and/or the next phase of education*
	SO 2 Improve quality and relevance of secondary education	**OP 3.2.1 Teacher base strengthened and further developed**		
		OP 3.2.2 Competency-based curriculum at secondary level implemented		
		OP 3.2.3 Focus of secondary education widened beyond SGCSE		
	SO 3 Improve delivery and efficiency of secondary education	**OP 3.3.1 Capacities of the inspectorate strengthened**		
		OP 3.3.2 Professional capacities of the management of secondary schools improved		
4. Technical and Vocational Education and Training (TVET)	SO 1 Improve quality and relevance of TVET	**OP 4.1.1 A TVET competency-based training system established**	***OC 4: TVET graduates prepared to enter the labour market and to contribute to socio-economic development***	*IOC 4.1 Level of professional training/development and competencies of TVET instructors*
		OP 4.1.2 Quality assurance and assessment system for TVET established		*IOC 4.2 Degree of prestige (positive perception) of the TVET system among students,*

Category	SO	OP	OC	IOC
				their parents, and the general public *IOC 4.3* *Level of demand for (and competitiveness of) TVET graduates by the labour market* *IOC 4.4* *Level of collaboration between Government, society, the TVET system and the labour market*
	SO 2 Improve delivery and efficiency of TVET	**OP 4.2** **Resource efficiency in TVET improved**		
	SO 3 Improve access and equity in TVET	**OP 4.3** **Equitable access to TVET expanded**		
5. Teacher Development and Management	SO 1Improve Quality and relevance of Teacher Development and Management	**OP 5.1Quality of teacher training programmes in pre-service and in-service training strengthened, with a view to continuously improving the professional quality of teachers**	***OC 5: Teachers prepared for the transmission of knowledge, independent thinking and organisational skills to learners, and for the development of learners' personalities in preparation for their contribution to society***	*IOC 5.1Level of professional training/development and competencies of teachersIOC 5.2Level of students' educational knowledge/preparedness (referring to those students who are being taught by teachers who underwent an upgrade of qualification/INSET programme)IOC 5.3Level of interaction among all the participants of the educational process (teachers, students, parents and community)IOC 5.4Level of teachers' motivation towards continuous self-development and increase of professional development*
	SO 2 Improve delivery and efficiency of Teacher Development and Management	**OP 5.2** **Teacher management system improved**		
	SO 3 Improve access and equity in Teacher Development and Management	**OP 5.3** **Teacher Development and Management expanded**		

Theme	SO	OP	OC	IOC
6. Higher Education	SO 1 Improve quality and relevance of higher education	**OP 6.1 Strategic plans and statutes for higher education institutions implemented**	*OC 6:* **Graduates prepared as highly qualified specialists to contribute to scientific progress, socio-economic and cultural development**	*IOC 6.1* *Degree of congruence of higher education institutions graduates' personal qualities to national, traditional and cultural values of the country*
	SO 2 Improve access and equity in higher education	**OP 6.2 Mode and basis of participation in all higher education programmes widened**		*IOC 6.2* *Level of preparedness (knowledge) and competencies among graduates of higher education institutions*
	SO 3 Improve delivery and efficiency of higher education	**OP 6.3 Linkages between higher education institutions and industry/labour market employers increased and made more efficient and effective**		*IOC 6.3* *Degree of employment of graduates of higher education institutions in the fields of science, culture and production*
				IOC 6.4 *Level of quality of life ("well-being"), and level of development of the economy, science and culture in the country*
7. Non-Formal, Adult Education (NAE) and Lifelong Learning (LLL)	SO 1 Improve delivery and efficiency of NAE and LLL	**OP 7.1 Provision of NAE and LLL harmonised and regulated**	*OC 7:* **Out-of school children and youth, as well as adults, empowered to expand their knowledge and skills according to their needs and interests through**	*IOC 7.1* *Level of adults' motivation in the development of professional skills, educational levels and personal interests*
	SO 2 Improve access to NAE and LLL	**OP 7.2 Access to Non-Formal Education and transition to formal education improved**		*IOC 7.2* *Level of competitiveness/employment of adult education participants/graduates*

	SO 3 Improve quality and relevance of NAE and LLL	**OP 7.3** **Quality of non-formal adult education programmes consistently improved, also empowering Illiterate adults**	*non-formal adult education*	*IOC 7.3* *Level of adults' access to adult education* *IOC 7.4* *Level of quality of life ("well-being") of those adults who underwent training in the system of adult education*
8. Cross-cutting issues		**OP 8.1** **Participation and educational attainments of children with special educational needs (SEN) at all levels of the education system significantly improved**	*OC 8:* *All stakeholders in the educational system supported in an inclusive manner and in accordance with their specific requirements*	*IOC 8.1* *Level of interaction among all the participants of the educational process (teachers, students, parents and community), State and non-governmental institutions in the interest of all youth and children* *IOC 8.2*

	and/or talents, for them to adequately participate in education, also benefitting from the latest available technologies	*Level of educational readiness of children and youth with SEN in relation to the requirements of Eswatini educational standards* *IOC 8.3* *Degree of integration of children and youth at risk (SEN, OVC) into society* *IOC 8.4* *Level of accessibility of the system of continuous education for children and youth at risk (SEN, OVC)* *IOC 8.5* *Level of tolerance of society (perceptions of society including decision-makers) towards marginalised/ disadvantaged population groups, in the area of education and also other spheres of life*
	OP 8.2 **ICT in all sectors of the education system introduced**	
	OP 8.3 **Concept of Care and Support for Teaching and Learning(SCCS) integrated at all levels of the education system**	

As the sector drew closer to the end of the NETIP implementation period, the sector conducted an internal review or evaluation of the programme so as to assess the progress achieved.

2.1.3 NETIP I: Results Achieved

The implementation of NETIP I resulted in the following achievements:

- Improved delivery and efficiency of schools as a result of the strengthening the capacity of schools management and other professional staff.

- Improved access to primary education with NER increasing from 79% in 2009 to 96% in 20114.

- Improvements in the delivery of curriculum and performance of learners

- Improved capacity of education professional staff as a result of provision of qualified teachers and inspectors for both primary and secondary levels.

- Development of pathway for learners enrolled in Non-Formal Education to be absorbed in the Formal Education System.

- Quality of non-formal adult education programmes improved.

- A significantly improvement in the participation and educational attainments of children with special educational needs (SEN) at all levels of the education system.

- Introduction and use of ICT in the education sector.

- Integration of the Concept of Care and Support for Teaching and Learning (CSTL) at primary and secondary school levels of the education system.

The progress achieved in the implementation of NETIP I is as a result of commitment from the Government and development partners in particular the EU in supporting the implementation of the NETIP by providing financial, technical and human resources. The integration of the NETIP in the Ministry's budget proposal contributed positively in terms of resources allocated to the sector.

2.1.4 Major Challenges

The education sector faced the following key challenges in the implementation of NETIP I:

- Lack of human resources or inadequate human resource capacity to deliver the activity.

- Lack or unavailability of financial resources from government and development partners to execute an activity. As mentioned in the introduction section, there was a need to make over 970 Million Emalangeni available for the implementation of NETIP I. The Ministry with the support from the European Union made some of the resources available. These were financial, technological and technical assistance. It was not possible to identify funding gaps during that time of adoption of the NETIP in 2013 because the adoption occurred in the middle of a financial year (2012/13). Resources from the government side were made available beginning the 2013/14 and were not adequate to meet what had been planned for the first year of the NETIP implementation. This was also not possible in the last two years of implementation partly due to the weak monitoring of the NETIP programme. Despite these challenges, the implementation of NETIP I was supported by other development partners, non-governmental organizations and the private sector. However, the support was not well coordinated as the sub- sectors did not benefit equally. Some sub- sectors received a lot of support while others were highly underfunded. This occurred throughout the implementation period. There is a need for the Ministry to mobilize resources and put in place a mechanism for the coordination of external support of donor funding to the education sector.

- In terms of allocation of the available budget per sub-sector, a larger proportion was allocated to the primary education sub-sector. This subsector was being prioritized in government as it was working towards ensuring universal primary education which Eswatini had committed to under the EFA and MDGs Agenda. It is worth noting that despite the fact that a huge budget in the NETIP I was channelled to improving the secondary education sub-sector, very little resources were allocated to the sub- sector.

- Weak periodic monitoring and evaluation of the NETIP programme e.g. through joint annual sector review meetings. Even though the NETIP results framework was in place the actual monitoring of progress achieved was largely in the hands of the sub- sectors themselves. Lack of clarity on how and when the monitoring and evaluation of the NETIP will be done both at central and regional levels and which offices are responsible to lead the process was one of the obstacles resulting in the NETIP I goals and objectives not being fully achieved. This was one of the weaknesses observed which need to be overcome in future. The Education Planning unit and the EMIS unit needed to take full responsibility of this activity.

- Limited capacity at regional level to plan, budget and manage their finances.

- Lack of fully fledged departments or non- existence of certain departments within the MoET to lead the implementation of some activities hindered progress. This is true for the activities under TVET and Higher Education.

The combination of all these factors will require a prioritisation of interventions and continued mobilization of resources, in order to guarantee that progress already made is not threatened.

2.2 NETIP I BASELINE SURVEY

The baseline survey was conducted in 2015. The objectives of the survey were to; determine the extent to which the strategic objectives of NETIP I have been achieved; analyze the appropriateness of strategies used in the implementation of NETIP I (giving reasons in case of shortfall); evaluate the extent to which the key NETIP-related inputs influence processes (teaching and learning in the classroom) which lead to improved educational quality; assess how key stakeholders perceive the implementation quality of NETIP; formulate a baseline for 15 of NETIP's qualitative outcome indicators in 4 sub-sectors and to use this information, together with information derived from the EMIS database and the achievement of the targets of the various sub-sectors, to adjust the NETIP over time and to provide inputs into future policy making.

The study used a qualitative approach in assessing the impact of the NETIP I implementation. The study focused on analyzing the perception of different stakeholders in terms of their Attitudes, Behaviors, Skills and Mindsets. This involves getting information through questionnaires completed by REOs, Head Teachers, Teachers and Learners, interviews held with REOs and Head Teachers and Focus Group Discussions conducted with Teachers, Learners and Parents.

Baseline Survey: Guiding questions

1. *Have learners' general knowledge, independent thinking skills and organisational skills been developed in preparation for successful progression in the education system?*
2. *Have learners been prepared for successful transition to the labour market or the higher education system?*
3. *Have teachers been prepared for the transmission of knowledge, independent thinking and organisational skills to learners, and for the development of learners' personalities in preparation for their contribution to society?*
4. *Have all stakeholders in the educational system been supported in an inclusive manner and in accordance with their specific requirements and/or talents?*

The data was then Triangulated and translated into scores, in order to show the degree of impact related to the indicators. The analysis then allowed for the quantification of outcomes of the qualitative perceptional mapping.

Survey findings in this chapter are structured around eight sub-sections according to the following quality components addressed by the NETIP:

1. Classroom Interaction

2. Parents/Stakeholder involvement

3. Use of educational resources

4. Independent thinking and learning skills

5. Integration (SEN)

6. Teacher competence

7. Teacher motivation

8. General quality issues (no specific indicator at outcome level), i.e.

   - Learners' future vision

   - Concept of CSTL

   - School (FPE) grants

   - Assessment

   - Drop-out

   - Punctuality

BASELINE SURVEY SUMMARY FINDINGS AND RECOMMENDATIONS

SUB-SECTION	SURVEY FINDINGS	CONCLUSIONS AND RECOMMENDATIONS
1. Classroom Interaction	• Minimum interaction amongst teachers. • Learner centred teaching observed in a few schools in the sample • The teacher-learner relationship is dominated by the teacher.	• Facilitate continuous capacity building of teachers on interactive teaching methods and techniques, and the importance of effective participation of learners • Training teachers in skills is important for classroom interaction • the inspectorate and the head teachers need to continuously encourage teachers to make use more of learner-centred methods • Group work needs to be understood as one of the approaches to effective teaching • Control teacher-learner ratio at schools for more effective interaction in class • Encourage learners to be critical thinkers • Expose learners to discovery learning and provide teaching/learning materials • Create an environment in the classroom which is stimulating for interaction
2. Parents/Stakeholder Involvement	• Most learners and their parents interact on a regular basis. • Limited involvement of parents in the teaching/learning process at school level. • Teachers and parents mostly communicate on Open Days • Local communities and parents are supportive with building classrooms, teachers' housing and toilets on the premise that education is a shared responsibility between themselves and the government.	• Hold more open days at school (at least once a term), where the parents can discuss the progress of the learners with the teacher • Identify teachers who are willing to provide support to those learners who do not live with their parents or where parents have passed away, so that such teachers can provide "parental involvement" in such cases. • Consult all stakeholders (parents, teachers, head teachers and students' representatives) in the formulation of school

	Findings	Recommendations
	• School committees act as link between school and community • Non-governmental organisations play a significant role at schools.	policies and the school development plan. This needs to include regular updates on the implementation of the plan.
3. Use of Educational Resources	• Books are the mostly used educational resource. • Although the textbooks are considered to be relevant, there is a concern that textbooks do not fully cover the entire contents of the syllabus. • Primary schools have neither computers, computer laboratories nor science laboratories. At secondary schools the laboratories are there, but they hardly serve the purpose of making the subject as practical as possible due to the large numbers of learners • Not all teachers make a deliberate effort to use of computers if available. • There is a shortage of ICT teachers in schools and there is no clear syllabus on computer studies for primary and secondary schools. ICT as a subject is not examinable except in schools offering TVET. • The development of libraries at primary school is poor. Although most schools do not have designated library rooms, they have library books. The majority of books donated are reported to be above the level of primary school learners.	• Ensure that prescribed textbooks cover the whole syllabus and limit/stop the practice of constant changing of textbooks. • Improve the overall management for procuring and storing textbooks at school level. Head teachers should be encouraged to order textbooks on time and to keep an inventory of available stock, and schools need to have proper storage facilities. • Investigate the feasibility to buy books for secondary school and hereafter introduce a rental system where learners will borrow books from school so parents will not have to buy the books themselves. This will be of particular importance when looking at the rising enrolment of OVCs in secondary schools. • Provide an increasing number of schools with computers, computer laboratories, science laboratories and libraries, and train teachers and learners to properly make use of them (including training teachers on related maintenance issues). Computers should also be available for the in-service teachers at the teacher resource centres. • Provide training to teachers on innovative strategies in case of non-availability of specific resources, in order to create a certain degree of independence from the need to have specific equipment.

	• A few secondary schools do not have library space. However, the libraries are either small or not well equipped in terms of relevant books for the learners.	
4. Independent Thinking and Learning Skills	• Critical thinking is not practised in the classroom. • The questions asked to the learners are directly answered without further explanations or to make up or create different scenarios. • Critical thinking is not encouraged by their teachers, especially since "critical thinking is not in the syllabus". • Some teachers also state they feel intimidated by a learner who is an independent thinker. • In most of the schools teachers rely on the formal way of teaching which the traditional lecture method. • Few teachers rely on demonstration to help their learners comprehend information/ material.	• Learning activities should be structured such that learners contribute and share their opinions and views in relation to the subject matter. Relevant reading material will assist in such a process. • Create a learning environment that allows learners to participate freely during the learning process. • Welcome learners' views and opinions despite being different from own perspectives, and expose learners to activities that will promote critical thinking, problem solving, exploration, discovery and self- expression (e.g. through public speaking exercises). • Teachers need to view themselves more as facilitators or resource persons who use their expertise to support the independent knowledge and skills development of their learners. • Assessment processes need to reflect the need for critical and independent thinking by focussing more on the "how" instead of the "what". Thus, the focus needs to be more on discussions as opposed to a mere repetition of facts.
5. Integration (SEN)	• The school environment generally does not cater for learners with special educational needs. • There is no integrated mainstream curricular approach for SEN across all curricular subjects and only little support in terms of learning materials or assistive devices (hearing aids, braille tables)	• Before randomly admitting SEN learners to mainstream schools, ensure that conditions are in place which makes the admission of SEN learners actually possible. • In order to implement mainstreaming, teachers need to be capacitated on how to handle SEN learners (also in pre-

- School infrastructure generally does not favour SEN learners, since most schools do not have pathways, toilets and playgrounds for learners with physical disabilities.
- Teachers also feel that the breadth and quality of initial teacher training in the teacher training colleges does not prepare them for integrating learners with SEN in their classroom teaching. Most schools also reported no short or long term in-service training received.
- Teachers also feel that even at REO level there is lack of support on SEN as there are no special resources. Inspectors are not familiar with SEN apart from very few specialised SEN inspectors.
- SEN enrolment in mainstream primary and secondary schools in general is low, and even nearly non-existent in mainstream secondary schools.
- Successful integration particularly of OVCs is negatively affected by the perception of parents who feel they would subsidise OVCs' school fees through their own contributions, even though they have limited financial resources themselves.

- service training); there is a need for qualified support (assistance) teachers for SEN learners;
- Class sizes should be reduced so teachers can focus more on individual learners.
- There is a need to improve the infrastructure and equipment in the schools to cater for those in need, including braille materials and machines, hearing aids, other specific assistive devices.
- Instead of universal mainstreaming, it is recommended to focus more on implementing a piloting phase whereby 1-2 schools per region are put in a position to adequately cater for SEN students and to make a rigorous needs assessment in terms of facilities, resources and associated costs.
- Parallel with preparing the ground for implementing mainstreamed inclusive education, stakeholders need to be sensitised on issues of inclusiveness and non-discrimination
- Head teachers, teachers, learners, parents and community members need to be sensitised on how to detect SEN issues in children through the assistance of community caregivers, SEN inspectors and health motivators.
- Ministry of Health and school health nurses should be roped in to check or conduct early identification, ideally before first enrolment.
- It is recommended to establish a clear position on providing educational opportunities for learners who have fallen

		pregnant, especially at the very time of their pregnancy, in order to enable learners to remain in school even during the full course of their pregnancy.
		• In terms of preventative measures, strengthen life skills education (including reproductive health education) as a subject to be taught and examined within the school system.
		• Review budget for OVCs, particularly in light of OVCs progressing into secondary education.
6. Teacher Competence	• Teachers generally claim they are fully aware of the factors that promote quality education.	• Make improvements in the areas of interactive teaching and critical thinking and in terms of teaching practice.
	• Teachers in general are professionally qualified for the teaching process.	• Strengthen in-service training further with a focus on quality teaching and learning, including capacity building for head teachers and inspectors in monitoring skills, outlining feedback and reporting mechanisms.
	• There is an overwhelming agreement among teachers that they need to be in-serviced regularly especially in those areas which relate to new policies and books, e.g. ICT, Positive Discipline, SEN and Critical Thinking.	• Develop standardised tools and approaches for head teachers and inspectors with clear criteria for the supervision of teachers and classroom practice.
	• Head-teachers feel in-service training courses on finance and personnel management are highly beneficial.	• Inspectors should focus on providing technical assistance to head teachers and teachers, focussing on professional and subject-related issues (as opposed to mere administrative concerns) and instructional leadership.
	• Teachers are showing interest in upgrading their professional training, as evidenced by the number of teachers upgrading themselves part-time in local and regional institutions.	• In order to enhance competence of teachers and to provide regular support, REOs should systematically and scientifically sample schools for school visits in line with specific criteria.

• Head teachers generally do not interact with teachers on a regular basis, although they perceive to do so.	• Head teachers, teachers and inspectors need in-service (infusion) workshops in the curriculum framework and related syllabuses. Further, school committees need to be informed by inspectors about these developments.
• Only a few of primary schools have such professional meetings and teachers hardly interact amongst themselves on subject specific matters.	• Enforce the regulation that head teachers must have classes. This will help them to have a feel of the teachers' challenges and experiences.
• The work of inspectors is perceived to be reactive instead of pro-active in the interest of on-going professional development; currently, the focus is more on more quantitative "fault-finding instead of a more comprehensive qualitative assessment.	• Develop and implement orientation packages for newly recruited inspectors, particularly on their roles and functions. These workshops might also be attended by existing inspectors in order to refresh their knowledge, and/or to contribute to the discussions.
• Teachers feel there is a degree of inconsistency the way inspection is done. This refers, for example, to different versions of scheme books and lesson plans across regions and even within one region.	
• Most primary school teachers say they specialise at tertiary level during their training, but when they are finally posted to school they are then expected to teach all subjects even the ones they do not feel confident and competent in.	
• Teachers also cited that it is rather difficult to implement participatory principles in day-to-day teaching as they are judged by the pass rate of learners and thus teach to complete the syllabus and ensure that they produce high pass rate in the limited time and overstretched curriculum and/ long syllabus.	

	Findings	Recommendations
	• Parents who rate teachers' competence based on the results at the end of the year and on • What they hear from their children. Parents feel that teachers are very competent especially in those schools where external examination results are good.	• Provide an opportunity to teachers to receive regular constructive and encouraging feedback from head teachers and inspectors which gives them useful on-the-job support. • Improve teaching working conditions, e.g. continuous professional development, opportunities for promotion, financial benefits such as allowances, housing and general remuneration.
7. Teacher Motivation	• There appears to be a serious problem in terms of teacher absenteeism especially in Form 2. • REOs confirm that teacher presence at schools is not satisfactory. Regarding Form 2, a possible explanation relates to the fact that secondary schools tend to focus more on the final classes (Forms 3 and 5) and exam preparations, leading to some kind of "neglect" in Forms 2 and 4. • Most learners perceive teachers to be slowly losing motivation and interest in the teaching profession. • Most teachers agree with the perception. The majority of teachers report to be losing motivation mostly because of poor teacher salaries and harsh conditions such as poor housing or lack of it. Non-refund of travelling expenses are amongst many complaints. • Teachers' motivation is negatively affected by the low status of their profession, as evidenced by the treatment they get from the inspectors and some members of the communities, showing little or no respect to them.	• Provide more opportunities for teachers to be involved in policy making, e.g. through consultations with head teachers on general policy issues (e.g. inclusive education). Head teachers could then incorporate teachers' opinions in further debates. In order to facilitate such a process, head teachers should approach their teachers in order to solicit their opinions and to encourage their participation in such discussion at school level.

- Also, learners confirm the low status of the teaching profession through the responses given in the perceptional questionnaires.

- Some teachers report still having teaching qualifications as low as certificates, which implies a lack of motivation to engage in further education. Even if teachers manage to upgrade their current qualifications, there is no guarantee for promotion and/or increases in salary. Teachers feel that Government is no longer regarding the teaching profession as a priority for making a contribution to the development of the country.

- Teachers feel they are not supported by the parents. In addition, some teachers feel "positive discipline" is not achieving its desired outcomes since in their opinion it "makes learners ill-disciplined". That is the reason why the implementation of "positive discipline" is not progressing as desired. On the other hand, the negative attitude of some teachers towards "positive discipline" raises concerns regarding the wellbeing of learners, taking into account the potential risks of frustrated teachers "disciplining" their learners.

- In terms of policy making, teachers have hardly any influence. Head teachers are in a slightly better position, although their main task is to implement and enforce policies rather than participating in their formulation.

8. General Quality Issues

| 8.1 Learners' Vision | • Education is seen as a gateway to a better life and good future, also with a view to economic development. Learners generally are very optimistic about their future, although they see their prospects for a successful career more outside Eswatini than within. This is increasingly relevant the older the respondents get, particularly towards the end of secondary school. (Learners are not too confident about the relevance of the learning matter, however they are very confident that education will prepare them for entering university and other institutions of higher learning. This raises questions regarding the relevance of higher education. In this context, parents highlighted the importance of a skills-based approach which is relevant for the learners to find a job.

• Learners feel that the subjects they learn in class will help them in future to accomplish what they need to. The majority of their future professions include being a soldier, doctor, nurse and police officer. In the secondary schools, there is a wide variety of future professions including pilots, neurologists, cardiologists, architects, accountants and auditors.

• Most of the learners have a profession they are interested in to pursue, however, many of them are unaware of the details and implications of each, that is, what steps to take to get there, or what is really needed in terms of studies or even schools and scholarships. Many who have at least a slight idea of the implications chose a career path which is influenced by family members already active as | • Expose learners to various career paths, with a focus on the reality situation in society. For example, learners need to understand the requirements for pursuing different careers, e.g. to become a doctor (one of the most popular professions), an engineer, a pilot, etc. A good practice is to take learners to careers' fairs or directly to the work place, observe staff in action and engage in discussions with staff. Such practice, implemented at an ad hoc basis by some schools, should be more systematised and adopted by an increasing number of schools, especially at secondary level. At primary schools, the equivalent of such activity would be "educational trips" which again should focus more on portraying a realistic picture of the current job situation. Alternatively, resource persons could be invited to visit schools and give motivational talks.

• During school holidays, provide opportunities for learners to be attached to social centres (neighbourhood care points, Gogo centres in order to increase their social awareness in the interest of becoming responsible citizens. This will also enhance learners' capacities to interact with those in need of social support.

• Promote the implementation of a skills-based curriculum which includes entrepreneurial and vocational skills. Even in primary schools, roll out pre-vocational education and increase the subject profile.

• Overall, it will be important to advocate for a change of attitude towards a skills-based curriculum. In order to strengthen the impact of such a curriculum, if will be |

	• professionals in that field, e.g. nurses, doctors, accountants, etc. Alternatively, they could have heard about careers in the media.	• beneficial to advocate further for seed funding to support self-help projects and/or businesses.
8.2 Concept of CSTL	• Generally, issues related to health, water and sanitation are adequately to be well captured at school level, particularly at primary school level. • During school observations, water buckets were found outside classes and drinking water was available, although to a lesser degree in secondary schools. At primary school level, career guidance in particular seems to raise awareness, also regarding dehydration issues.	• Regarding WASH issues, move from awareness raising to implementation, putting issues into practice. Despite efforts made on awareness raising, many schools do not yet have sanitation facilities (including a lack of toilet paper and sanitary pads). Apart from improving water harvesting strategies in schools, maintaining water tanks and related infrastructure, there is a need to systematise procedures of day-today hygiene, e.g. hand washing, provision of soap, toilet paper and sanitary pads.
	• Pit latrines are found at nearly all the schools. While learners wash their hands regularly after eating, they very often do not do so before eating or after having used the toilet facilities. The "tippy taps" facilities (makeshift taps on the basis of plastic bottles or water cans) promoted by CSTL have not yet been observed at any school visited. Likewise, the non-availability of sanitary pads remains an issue particularly at primary school level.	• There is a need to ensure compliance with WASH issues being a budget priority. Currently, allocated budgets for WASH are mainly used for water supply, thus neglecting the part on sanitation and hygiene. It needs to be ensured (by inspectors) that funds provided under Pillar 5 (Water and Sanitation) of the CSTL concept are in fact utilised for the procurement of hygiene articles including toilet paper, soap and sanitary pads, as stated in the compulsory minimum standards of CSTL Pillar 5. Alternatively, a portion of funds provided under the FPE should explicitly be earmarked for such purpose.
	• The non-availability of toilet paper for many learners especially in rural schools poses a serious health risk, and also leads to a wastage of drinking water. However, school committees do not seem to rate the issue as a priority. It needs to be pointed out that the promotion of issues related to health, water and sanitation should not stop at providing toilets and water but needs to cater for additional hygienic means (toilet paper, soap). This relates to challenges of	• Formally roll out the concept of Care and Support for Teaching and Learning at secondary school level to ensure adherence to the minimum standards of child protection throughout the educational system. There is, at the same time, a need for strengthening monitoring and evaluation of the status of all the provision made under the CSTL concept, especially if both primary and secondary schools are targeted.

putting theory (awareness) into practice (concrete action).

- Encourage and advocate for rigorous reporting of incidents of sexual harassment at schools. In particular, parents need to be made aware about the serious effects sexual harassment has for their children. Sexual abuse at primary school level needs to be made a topic of discussion, in concert with the strengthening of sexual abuse education in secondary schools, incorporating an orientation of teachers and learners on the Child Protection and Welfare Act (2012). Further, schools and communities need to teach their children to avoid talking to strangers, accepting gifts, walking in isolation (safety measures).

- Sexual harassment in schools has not been confirmed by secondary school learners in their responses to the perceptional questionnaire, although primary learners seem to have at least some concerns. With scores of teachers and head teachers being even lower, it can be assumed that teachers and head teachers at least have some knowledge about sexual harassment taking place at their respective schools. The most interesting score is the one of the REOs who firmly agree that sexual harassment seems to be a reality. The reason could be that cases of sexual harassment get directly reported to the REO office.

- Conduct discussions with learners, teachers and parents on what constitutes bullying, exchange experiences also on effective coping strategies and encourage learners to report bullying to class teachers who should then take further action. To support such a process, schools should develop anti-bullying policies and clearly outline steps to be taken to combat bullying in all its forms. Bullying needs to be regarded as another form of abuse and a violation of human rights which has to be reported.

- Learners and teachers confirm that cases of bullying would be referred to the teacher who would then take appropriate action, focussing on dialogue and reconciliation between the parties. This is further evidenced by the responses given in the perceptional questionnaire, particularly for primary schools.

- The responses from the perceptional questionnaires show that corporal punishment is still a reality in primary schools and even more so in secondary schools, while teachers and head-teachers claim that would not be such a serious issue. This needs to be seen within the context of corporal punishment versus "positive discipline" which is the prevailing MoET policy. Teachers' (and learners'!) understanding however is that "positive discipline" basically "removes the stick" without clearly giving alternative options to them. In fact, teachers do not feel

- Ensure proper supervision of learners during break times, in particular to ensure safety and protection of learners (protection from bullying). Although proper supervision is called for in the CSTL guidelines, most schools are not implementing it.

- Provide and empower teachers with concrete alternatives to corporal punishment, i.e. training package/ workshops on positive discipline which provides hands-on procedural

	empowered to actually apply "positive discipline" through solution-oriented disciplinary measures which directly address (and overcome) the misbehaviour of a learner. It is also worth noting that some learners reported that some teachers do not beat them anymore and this made the learners feel like they "could do anything and get away with it". Further, parents who have generally not received any briefings on "positive discipline" consider it at an alien concept and do not support it. As a consequence of all of that, teachers appear to revert to corporal punishment even if they theoretically know that they should not. • Learners felt that their teachers should inform them before conducting any disciplinary measure as it made them emotional and uneasy around that teacher to the point of refraining from further interaction in the classroom for fear of being snubbed or ridiculed. Learners in the schools typically felt comfortable with at least one or two teachers that they could directly communicate any home troubles but hardly ever any school troubles. In effect, the learners feel like communicating any discomfort experienced at the hands of another teacher would be invitation for victimisation should it get out to the other teacher.	guidelines to handle discipline in the classroom. At the same time, ensure that teachers are reprimanded whenever they practise corporal punishment. In the case of head-teachers, unambiguous regulations need to be formulated that clearly prohibit corporal punishment (it is not enough to promote positive discipline and expect that corporal punishment would disappear automatically).
8.3 School Grants (FPE)	• REOs and head teachers are not too convinced on the usefulness of school grants for improving the quality of education, with teachers even being of the opinion that there is no benefit for improving quality. Taking into account that teachers are the ones who should know best (since they have day-today contact with	• Generally, countries who work on per capita grant systems all share the difficulty to relate financial support to quality impacts; in fact, experience shows that financial contributions hardly ever lead to quality impacts unless there is a reporting system which is clearly linked to quality indicators. In Eswatini, the 7 pillars of the CSTL concept could provide a

framework against which reporting could be done, especially with regard to Pillar 7 (Quality teaching and learning). It is recommended that reporting on the utilisation of FPE grants is done explicitly against the 7 pillars, also showing the amount of funds spent under each pillar. In doing so, it would be possible to analyse which portion of the funds is actually being spent on improving quality.

- As part of the "Monitoring Instrument for the School Development Plan", the School Management Guide includes a planning sheet "Planned Activities for the Year" which should be expanded to allow for showing allocated budgets per Pillar. The planning sheet could then be utilised for tracking the expenditure against planned activities.

- The current fee structure (section 8 - FPE act) does not specifically show areas of educational quality and is structured in such a way that expenditure elements mostly show administrative issues, with the exception of "school fees" and subject budgets for sports (all grades), practical arts (grades 3-5) and home economics and agriculture (grades 5-7). These budget lines could be considered, with a certain degree of goodwill, as allowing room for quality improvements at classroom level. The overall portion of these budget lines are equivalent to between 20-30% of the total grant. The recommendation is twofold, i.e. (i) revisiting the budget lines (linking them more to educational quality), and increasing the funding to be spent on pillar 7 to at least 40%, i.e. for teaching and learning resources; improving the classroom environment; school-based workshops and trainings on child-centred methods and methods of

the learners and the teaching/learning situation), this raises questions about the qualitative benefits of school grants.

- Most teachers and head teachers feel that in as much as FPE it is a good initiative it has caused more problems to the teaching and learning in schools. Due to FPE there are high learner numbers, high learner-teacher ratios and overcrowded classes, together with a lack of parental support in the teaching and learning process. Teachers feel the main reason for that is the fact that parents are now not paying for school fees. Further, school grants are too low to allow schools buying the much needed teaching resources.

- Teachers and head teachers are frustrated by the current practice of suspending the collection of top up fees by public schools. This is alleged to have hindered development in schools. While some parents are willing to pay top up fees, the other parents threaten to report the school if that is done. However, there is a prevailing inconsistency in how the suspension is applied, with some schools actually collecting top-up fees despite the official suspension of the practice.

- Teachers and head teachers are concerned by late payments of FPE and OVC grants and delays in distributing such grants to schools. This negatively affects planning processes at the school, resulting in schools not being able to procure learning materials in time and/or to pay support staff in time.

		assessment. These are crucial areas for improving quality within the context of the CSTL framework.
		• The issue of suspension of top-up fees needs to be resolved in light of the fact that some schools in practice (against the suspension regulation) actually maintain the collection of such fees. In 2014, MoET was tasked by Parliament to look into the issue, following which a multi-ministerial task team commenced work on producing recommendations. However, the report appears to be still not finalised and should be made available as soon as possible in order to overcome current prevailing inconsistencies of top-up practice.
		• Improve the system of collecting data and information from schools to inform the processing of FPE payments according to agreed-upon disbursement plans, e.g. by setting and adhering to clear deadlines. The current practice of delaying payments because of missing data from even one school leads to severe disruptions in disbursement; it might be an opportunity to consider two deadlines for payment, whereby the majority of schools could receive their funds at the first deadline even if a very few schools have not yet submitted their data and information. Only those schools would then have to wait until the second deadline.
8.4 Assessment	• Stakeholders generally consider assessment procedures as being fair and objective, particularly in primary school. This has been confirmed by interviews and focus group discussions. There is agreement that teachers regularly assess their learners and their work, i.e. homework, classroom work and	• While stakeholders generally consider assessment procedures as being fair and objective, there is still a need for including more soft skills into the assessment procedures, i.e. abilities to think independently and critically and to formulate lines of thinking and argumentation. As said previously, the assessment focus should shift from the "what" to the "why"; this probably requires a redrafting of assessment tools and

		procedures which however needs to be encouraged in order to achieve the ultimate and desirable goals as stated in the NETIP.
		• Subjects such as reproductive health education and life skills education could benefit from an inclusion into formalised assessment procedures, i.e. by making them examinable. In order to allow for accommodating time requirements for examining such subjects, further mainstreaming of the contents of those subjects could be investigated.
8.5 Drop-out	• There appears to be a problem of transition from primary school to secondary school, as also evidenced by the overall enrolment numbers when comparing primary to secondary school arrangement. • Accordingly, the older learners get, the more experience they seem to have with "knowing learners who stopped their education and did not finish school", whereby "finishing school" refers to the full course of education from Grade 1 to Form 5. This is confirmed by REOs' responses; teachers slightly more positive perceptions stand out here	• The successes of FPE require a continuation into secondary education as evidenced by the high dropout rates during the transition process between primary and secondary. Possible equivalents of FPE should be discussed and investigated for secondary education, especially regarding the completion of basic education at the end of Form 3. It needs to be acknowledged that high enrolment rates in primary need to be transferred to the secondary cycle in order to create sustainability of universal educational access achieved with FPE support. • It will be important to ensure an increasingly child-friendly environment in order to keep learners in school, in particular male learners who appear to have a more severe drop-out problem. That might be due to violence and corporal punishment in schools which mainly affects boys. Pillar 1 (Protection and Safety) of the CSTL framework addresses this issue and needs to be given on-going attention. • Make primary education not only free, but compulsory for all.

| 8.6 Punctuality | • Generally, learners arrive in class on time, and lessons also start on time. Lost time is mainly due to the fact that there is no change-over time between lessons, resulting in a situation where teachers require a certain amount of time to switch between classes. The lost time due to late arrival/early end of lesson can be explained by that, resulting in an overall utilisation of teaching time of around 82% which is an acceptable proportion taking into account the required change-over time. | • Introduce a five-minute change-over time between lessons in order to avoid loss of teaching time. Based on the survey findings, such introduction of a change-over time could bring the utilised teaching time to close to 100%. |

CHAPTER 3: PRIORITIES AND FOCUS OF THE EDUCATION SECTOR (2018/19 – 2020/21)

During 2018/19 – 2020/21, the education sector will continue to direct its focus towards achieving Governments' vision to be attained by year 2022 which has been revised as follows *"Attaining a level of development akin to that of developed countries where all citizens are able to sustainably pursue their life goals, enjoy lives of value and dignity in a safe and secure environment in line with the objectives of Sustainable Development."*

Considering the current state of education and training sector in Eswatini (*see NETIP I review and baseline survey study findings, chapter 2*) the priority and focus of the sector will continue to be centred on three strategic objectives which are:

1. ***Improve Access and Equity of Education***
2. ***Improve Quality and Relevance of Education***
3. ***Improve Delivery and Efficiency of Education***

Of utmost importance will be addressing issues of improving the quality of education at all levels as well as ensuring improvements in the area of skills development which is very crucial for economic growth. The sector will continue to provide and sustain the education grants (FPE and OVC grants) at primary and secondary education levels. The sector is aiming at ensuring that these grants are revised to match the prevailing cost of primary and secondary education and that they are paid on time to facilitate the smooth running of schools. It will intensify efforts towards improving access to ECCDE, Secondary, TVET and Tertiary education levels. Specifically, the sector with the support from development partners including Non-Governmental Organizations will target the marginalized and vulnerable group of learners such as OVCs and those with special education needs to ensure that they participate in education. At basic education level, the focus will be on improving survival, promotion and transition rates as well as elimination of internal inefficiencies such as high repetition and dropout rates.

With regards to improving equity of education, the focus will be on eliminating disparities between rural and urban schools by improving the quality of education and the conditions of service for teachers in rural or remote schools. Focus will also be on promoting the participation of girls in Science, Mathematics, ICT or technology oriented subjects, promoting gender parity in education and retention throughout the education system.

As part of improving the quality and relevance of education, the sector will continue with the curriculum reform aimed at introducing a competency based curriculum beginning 2019. In addition to this, it will continue to provide appropriately qualified teachers and the relevant teaching and learning materials for effective delivery of the curriculum. Priority will be placed on achieving relevant learning outcomes for all children, youth and adults as a foundation for life-long and life wide-learning. Of utmost importance is ensuring that effective learning, the acquisition of relevant knowledge, skills and competencies actually takes place. In line with the SDG 4, education in Eswatini shall aim at the full development of the human personality and promote mutual understanding, tolerance, friendship and a culture of peace.

In order to improve the delivery and efficiency of the education system, the sector will continue to put in place legislation and policies or plans required in order to achieve its goals. In addition to this, it will continue to implement programmes aimed at improving the development, management and retention of the teaching force. In this regard, the inspectorate, in- service training department, national curriculum centre and teacher training colleges will be empowered to effectively deliver their mandate. Specifically, these institutions will be capacitated to be able to provide services from ECCDE to higher education. The role of subject panels will be strengthened to ensure that these institutions work very closely for effective delivery of the curriculum. Special attention will be paid to ensure that the teaching force is qualified, receives in- service training and mentoring on a regular basis, is motivated and works under acceptable conditions.

One of the cross cutting issues to be addressed through this NETIP is the issue of Care and Support to Teaching and Learning. The sector will work towards making schools and institutions of higher learning friendly and safe environment for teaching and learning to take place effectively. Programmes will be put in place to ensure that schools/education institutions have access to adequate Water Sanitation and Hygiene (WASH) facilities. Learners and teachers will be empowered to deal with health and protection issues such as HIV/AIDS. Furthermore, learners will be supported to participate and excel in education through various interventions.

Another area of focus will be inclusion, equity and gender equality. Special attention will be paid to ensuring that no Swati citizen and in particular children are left behind in education. Efforts will be directed to ensuring that gender parity is promoted and sustained and that more equitable access to all levels of education and vocational training for vulnerable populations including persons with disabilities.

Considering that we exist in a highly competitive world with many innovations in terms of technology, greater emphasis will be placed on the teaching of Information Communication Technology (ICT) as a subject and the use of ICT in education. The sector will continue to strengthen ICT in education which will include construction of more ICT laboratories, provision of ICT equipment, capacity building for teachers and implementation of ICT syllabuses for both primary and secondary education levels amongst other things.

Lastly, the sector will make an effort to make life-long learning a reality. The aim is to have at least 10% of the adult population participating in education. Life-long learning is being prioritized because of its benefits which include improved self-confidence, individuals are able to strive economically, it opens the mind, enables individuals to think critically and make rational decisions, amongst other things.

In managing all its programmes and resources, the sector will promote good governance based on the following principles:

1. ***Citizen participation***- opportunity for citizens to influence policy decisions, and to manage and monitor their implementation.

2. ***Responsiveness, Effectiveness and Efficiency*** – education institutions and processes serve all stakeholders. Processes and education institutions produce results that meet country's education needs while making the best use of resources;

3. ***Fairness*** - guarantee of fulfilling the rights of children, youth and adults, irrespective of their economic situation, sex, race and religion;

4. ***Transparency*** – there should be free flow of information. Processes, institutions and information must directly be accessible, and enough information should be provided for understanding and monitoring.

5. ***Accountability*** - the sector should be answerable to the public, as well as to institutional stakeholders

A core aspect in the governance of the sector's programmes and resources is the efficient and effective application of available resources to obtain better results: *do more and better with what we have!* This implies greater internal control in terms of implementing the sector's programmes and managing its resources. At the same time, focus will be placed on the accountability of the different stakeholders in the sector to contribute to its performance. This applies not only to the management of financial and human resources, but also to compliance with educational standards and norms to guarantee the quality of education.

In the context of decentralising governance down to institutional level, school committees should be empowered in order to take responsibility for formulating the schools' development plans, applying and accounting for the resources made available. They should also be accountable for the schools' performance, in terms of the children's learning, and guarantee that schools are healthy and safe places, free from abuse and violence.

For the purpose of planning, budgeting, execution, monitoring and evaluation of programmes in education, the sector created 8- sub- sectors, namely;

1. Early Childhood Care and Education (ECCDE);
2. Primary Education;
3. Secondary Education;
4. Technical Vocational Education and Training (TVET);
5. Higher Education;
6. Teacher Development and Management Education
7. Adult and Non- Formal Education and Life Long Learning.
8. Cross- Cutting Issues (SEN, ICT and CSTL)

For each of the Sub-Sector, an overall outcome and the three strategic objectives (Improved Access, Equity and Inclusivity of Education; Improved Quality and Relevance of Education

and Improved Delivery and Efficiency of Education) have been defined reflecting the primary focus of the plan during 2018/19- 2020/21.
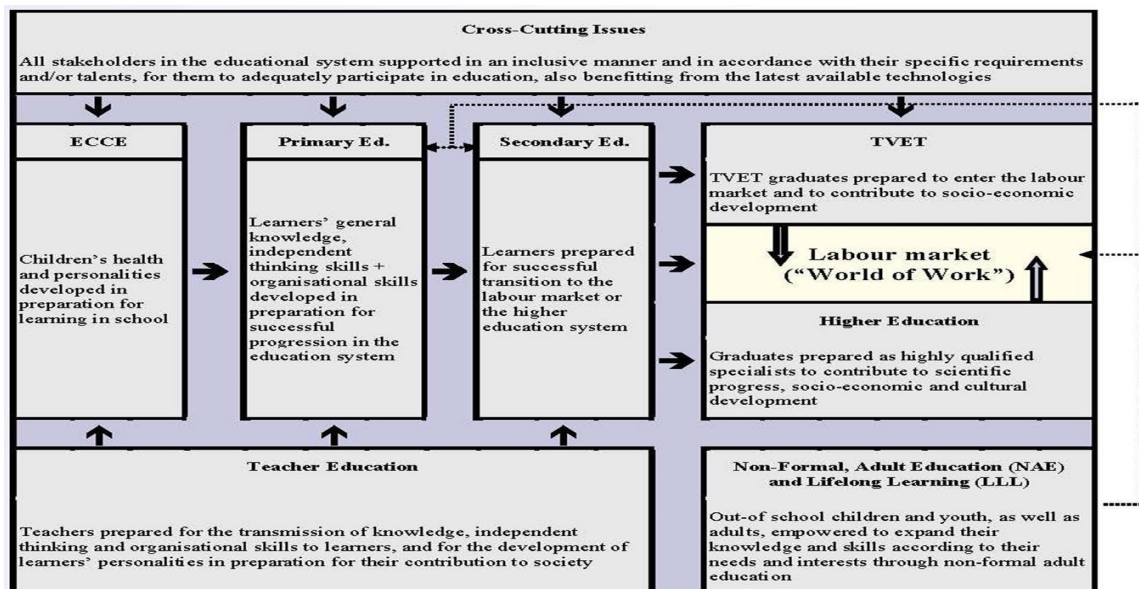
Cross-cutting issues (HIV and AIDS, Gender, School Health, etc.) are covered under the CSTL component. Specific programmes on curriculum school sports, school feeding, construction, provision of text books and teaching materials, and distance learning, among others etc. are dealt with in a cross-cutting perspective. In other words, they have to be put into operation per level of education instead of being dealt with as separate or specific programmes.

3.1 SITUATIONAL ANALYSIS OF SUB-SECTOR PROGRAMMES (ARTICULATED FOR EACH SUB-SECTOR RESPECTIVELY FROM ECCDE TO HIGHER EDUCATION INCLUDING CROSS-CUTTING ISSUES)

3.1.1 Early Childhood Care Development and Education (ECCDE)
The focus of the Early Childhood Care Development and Education (ECCDE) programmes is on laying a foundation for effective human resource development and to help ensure that children between the ages of 0-8 years in Eswatini are able to achieve their full potential. The education sector sees this as one of the important programmes because early investment in the child's formative years gives the best returns on human capital development and should be prioritized.

The sub-sector is guided or influenced by the following policies and legal frameworks in its operations: The National Development Strategy (NDS, 1999), Swaziland Education and Training Sector Policy (EDSEC, 2011), the Education Sector Strategic Plan (ESSP, 2010-2020), the National Plan of Action For Children, Children's Policy, Swaziland Early Learning and Development Standards (SELDS, 2013), Convention on the Rights of the Child, Children Protection and Welfare Act (2012), the Sustainable Development Goals and the SADC Care and Support to Teaching and Learning (CSTL) Framework.

Current state

Progress Achieved

Development of SELDS: Standards for quality pre-primary education are in place and being implemented. The MoET in collaboration with development partners and other government departments developed, launched and disseminated the Swaziland Early Learning and Development Standards (SELDS) in 2013/14 in an effort to improve the quality of education at preprimary school level. It is against these standards that the delivery of ECCDE should be measured. These standards are meant to provide guidelines not only to pre-primary teachers and care givers but also to parents on how to raise and educate children.

Pre- Service Training of ECCDE Teachers: A teacher training programme for ECCDE teachers was introduced in some of the local teacher training colleges. The aim of the programme is to produce qualified teachers who will be absorbed either by pre-schools or lower primary school level (Grade 0-3). The Ministry with the support from development partners facilitated the payment of fees for the first and second cohort of ECCDE student teachers at Ngwane Teacher Training College. In addition, the college was supported through the provision of teaching and learning materials, infrastructure for the practising school and positions for lecturers. The Southern Africa Nazarene University (SANU) has recently introduced the ECCDE teacher training programme.

Monitoring the quality of education: The ECCDE inspectorate currently has about twenty inspectors responsible for the supervision of operations in ECCDE centres throughout the country. The inspectors are not able to visit all the ECCDE centres on a regular basis because of inadequate vehicles to transport them to the centres. However, for those centres that they are able to visit, they provide support or mentorship to the teachers and caregivers as well as providing advice to the ECCDE owners as they deem necessary.

Challenges

Legislation: The National ECCDE Policy has been developed to provide strategic direction on developments in this sub-sector. However, this policy document has remained in draft for a long time. There is need to fast track its finalization and adoption for effective regulation of service provision in this sub-sector.

Access: The EMIS unit does not directly collect data relating to ECCDE and as such there is very limited reliable administrative data on ECCDE in Eswatini. Available information from the Eswatini Household Income and Expenditure Survey (EHIES,2018), indicates that access to ECCDE is considerably low as only about 21% of eligible pre-school aged children have access to pre-school education and the rest are not participating due to financial constraints.

Equity: "Access to ECCDE is limited and is inequitable by income level, age, gender, location, special needs, and being an OVC differentials by household wealth are noted as 48% of children living in the richest 20% households attend such programmes, while the figure drops to 28% among children in the poorest households. It is noteworthy that the proportion of children attending ECCDE programmes is different at age 36-47 months (20%) and 48-59 months (39%). Urban-rural differentials are such that

43% children in urban areas attend ECCDE programmes compared to 26% in rural areas. Gender differentials exist with more females (33%) attend ECCDE programmes than males (26%)."[6]

SEN and OVCs and CSTL: A majority of the ECCDE centres do not cater for children with special needs, implying that a significant number of the centres are not equipped to enrol such children. This has been exacerbated by the absence of a proper early identification of children with special education needs. Also, OVCs have only limited access to ECCDE services due to the high or unregulated cost of education at this level. It is worth noting that a large number of children are deprived of the benefits of ECCDE services, especially in a country where 59% of the population is below the poverty.[7] With regards to the concept of Care and Support to Teaching and Learning, there is a need for the mainstreaming of these into the ECCDE curriculum and monitor its implementation.

Quality: In terms of the quality of education offered by the preschools, the 2010 Education Sector Strategic Plan (ESSP), states that the quality of education at this level is variable and not comprehensive in scope, while few of the pre-schools provide good quality ECCDE services and a majority of them are not able to cover relevant aspects of holistic child development. This can be explained by the fact that ECCDE services in Eswatini continue to be rendered without operational guidelines and standard curriculum. With no published standard ECCDE curriculum, pre-primary teachers and care-givers tend to teach children what they can.[8]

Most of the teachers are not trained and this compromises the quality of education. A few teacher training colleges in the country offer ECCDE courses through which prospective ECCDE teachers become qualified. In addition to this there is only very little in the way of in-service training for ECCDE teachers. This is seen as one of the factors that have resulted in inefficiencies in the primary education system with high repetition and dropout rates as early as Grade 1. A majority of children in Eswatini enter primary education without being adequately prepared for Grade 1 and future learning.

The provision of basic and of quality-enhancing inputs varies widely across pre-schools and day care centres. Few community-based pre-schools in rural areas had books, play materials, writing materials, furniture, or outside play equipment. Resource inputs – infrastructure, furniture, equipment, play facilities, learning materials, qualified facilitators, and health-compliant facilities – are inadequate because ECCDE is under-funded, only 27% of the pre-schools surveyed had feeding programmes.[9]

For most rural children, the physical environment in which they are taught is neither safe nor stimulating; the premises are most frequently bare huts, bare grounds, with a pit latrine or no ablution facilities.[10]

Sub-sector Priorities (2018/19 – 2019/20)

- Improve Delivery and Efficiency of ECCDE
- Improve Access to Quality ECCDE
- Improve Quality and Relevance of ECCDE

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[6] Source: MICS (2014), page 128-129
[7] Source: EHIES (2018)
[8] Source: World Bank (2010), p.20
[9] Source: World Bank (2010), p.20
[10] Source: World Bank (2010), p.19

3.2 Primary Education

The primary education programme is responsible for ensuring that learners acquire skills, knowledge, values and attitudes which are required for general and vocational education and for execution of basic life roles. This level of education addresses pupils' emotional and intellectual development, the development of their creativity and the acquisition of socio-economic, cultural and physical skills.
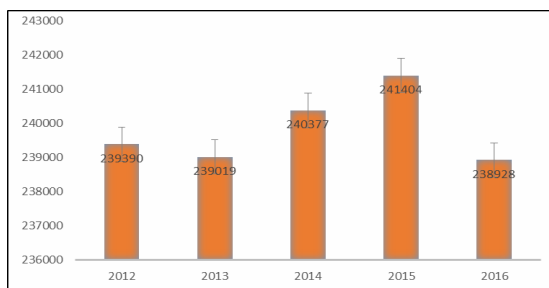
Current State

In Eswatini, primary education consists of 7 years of schooling and is targeting children between the ages of 6 – 12 years. Since 2010, primary education is state funded meaning that government provides infrastructure and facilities, a grant for each learner to cover the cost of education together with teaching and learning materials such as textbooks, stationery, practical subject's equipment, nutritious meals as well as provision of teachers. These are aimed at improving participation and assuring the quality and of education at this level. At the end of primary education, learners sit for the Swaziland Primary Certificate examination which determines transition into lower secondary education level.

Legislation: The sub-sector/ programme is guided or influenced by the following policies and legal frameworks in its operations: The Constitution of Swaziland (2005), National Development Strategy (NDS, 1999), Free Primary Education Act (2010), Swaziland Education and Training Sector (EDSEC) Policy (2011), Education Sector Strategic Plan (ESSP 2010- 2022), National Plan of Action For Children , Children's Policy, Rights of Child, Children Protection and Welfare Act (2012), the Sustainable Development Goals and the SADC Care and Support to Teaching and Learning (CSTL) Framework.

Progress

Access: Available data from the Annual Education Census (AEC, 2016) report indicates a decrease from 241 404 learners in 2015 to 238 928 in 2016. This is shown in figure 3.1(b) and 3.2 below. Gross intake rates are still above 100%. Gross graduation and Gross intake to the last grade of primary were above 100% in 2016. These showed improved efficiency as more pupils reached the end of primary. Indicators above 100 implied that there were more children enrolled and of official age in 2016 than the projected population (see figure 3.1 below). Net enrolment rates stands at 94.5% (AEC, 2016) and this shows a slight improvement of 0.5% from 2015, it has been above 90% since 2011. The main challenge is keeping the learners in schools, so that they complete primary and then transition to secondary levels, so that the country will be in a better position to achieve the Sustainable Development Goals (SDG).

Figure 3.1(a): Trend in enrolment, 2011 – 2016

Figure 3.1(b) Enrolment from Grade 1- 7

Source: MOET, AEC Report (2016)
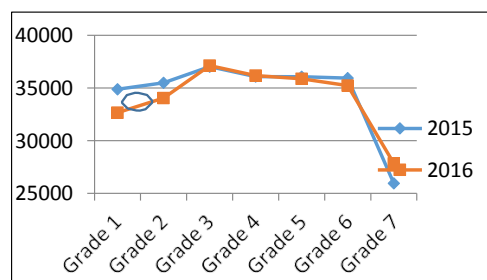
Source: MOET, AEC Report (2016)

Figure 3.2: Primary Enrolment by Grade and Age

Source: MOET, AEC Report (2016)

Gender: The gender parity index has improved significantly in the last five years. The improvement is from 98.1% in 2012 to 101.5% in 2016. A gender parity index of greater than 100% suggest that there are more 'in age, girls than boys. The Ministry needs to keep a tight 'balancing act' to ensure that the scale does not slope too much in favour of girls.

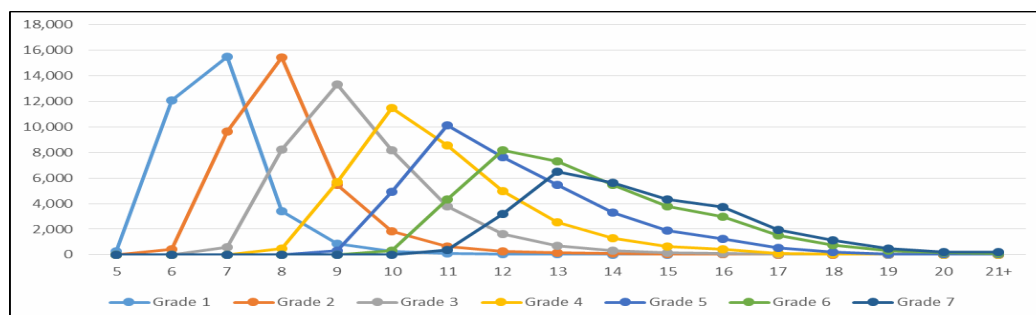**Teachers:** Data from the MoET AEC report (2016) indicates that there were 6 750 teachers at primary education level. Of these teachers, 6 251 were appropriately qualified teachers. There are still a number of teachers that still need to undergo relevant training or be replaced with appropriately qualified teachers. The issue of being appropriately qualified is very important especially at primary levels, as it lays a strong foundation.

Pupil-teacher ratio: The teacher-pupil ratio currently stands at a ratio of 1:27 which is considered quite reasonable and is in line with the education sector policy, 2011 which states that the acceptable ratio is 1:40. The current ratio suggest that on a national scale, teachers are able to handle a small number of learners in a class. However, national averages tend to exaggerate the situation on the ground. Some schools or classrooms do have high ratios, sometimes exceeding 60 learners per class. This low national ratio, and high ratios in some selected schools, may have suggested that there are teachers that are placed in schools where they are not needed. On the other hand, the ratio of appropriately qualified teacher to learners is at 1: 38, which means that if all appropriately qualified teachers were to be equitably distributed to all primary schools, then all schools will have effective teaching/learning. It is true that there are schools where the only qualified teacher is the head teacher, who in some cases may not even be taking any class in the school. This calls for some structural changes in the posting process and also in ensuring equitable distribution of appropriately qualified teachers in all schools.

Table 3.1: Teacher-Pupil Ratio (Appropriately trained), 2012-2016

|	**Hhohho**	**Lubombo**	**Manzini**	**Shiselweni**	**Total**
2012	45	50	41	39	43
2013	44	48	38	37	41
2014	44	47	38	35	40
2015	42	48	38	34	40
2016	39	45	38	33	38

Source: MOET, AEC Report (2016)

Curriculum: In pursuit of quality and relevance of primary education, the Ministry of Education and Training with the support from the EU-SET project developing a competency based curriculum to be introduced in primary school during 2019. The aim is to articulate a strong and coherent curriculum that will provide all learners with skills and competencies necessary for the 21st t century.

Transition: According to the MoET, AEC (2016), the transition rate from primary to secondary levels is 92.7%.

Challenges

Access: The net intake rate is not improving over the period. This is an indication that children are still enrolling into grade 1 aged above six years old – the official age for entry into primary school. This is an area where the Ministry can improve drastically, by a policy shift. Currently it is only children who are aged six years old and above that are admitted and allowed to register in some schools.

Figure 3.3: "Within official Age", Primary 2014 – 2016
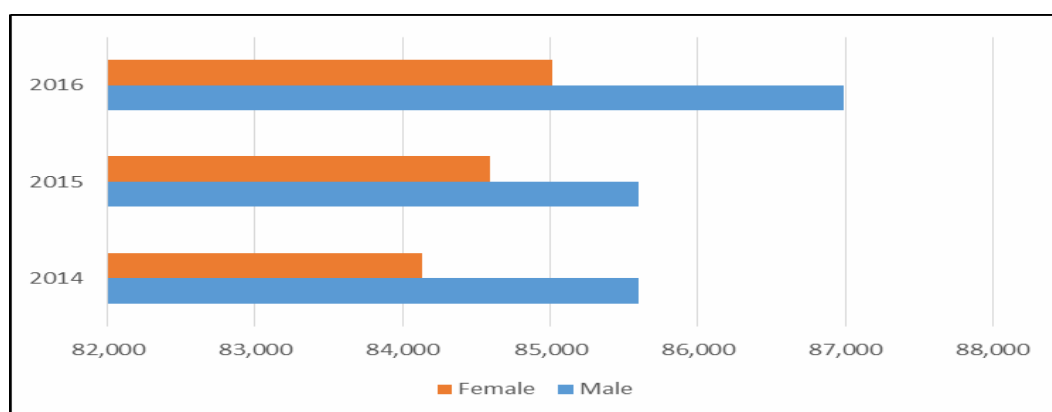
Source: MOET, AEC Report (2016)

Repetition: Data from MoET, AEC Report (2016) indicates an improvement in the repetition rate nationally as there was a 2% drop from 16% in 2015 to 14% in 2016. This is largely a result of initiatives by the inspectorate to facilitate the progression of deserving learners and this commendable. However, the repetition rate is still high. This means that out of every 5 pupils 1 is a repeater. A close analysis shows that repetition remained highest in the Lubombo region which recorded 19% and this needs to be addressed.

Table 3.2: Repetition Rate by Sex, Year and Region, 2012 – 2015

Year Label	Hhohho	Lubombo	Manzini	Shiselweni	Total
2012	15%	18%	13%	18%	**16%**
2013	15%	19%	15%	18%	**17%**
2014	16%	20%	16%	18%	**18%**
2015	15%	19%	12%	18%	**16%**
2016	13%	19%	10%	15%	**14%**

Source: MOET, AEC Report (2015 & 2016)

Dropout: AEC 2016 there is still a substantial number of learners who drop out due to family reasons. The highest dropout occurs at Grade 6, just before the pupils complete their primary education cycle.

Dropout between Grades 1 and 3 is also high and this raises concerns about the impediments at that stage of education. Importantly, all children who leave school at grade 5 and below may be considered illiterate, and that does not augur well with the universal achievement of basic education.

 It is encouraging to note that the number of dropouts due to pregnancy reduced slightly when compared to 2015. It is also interesting to note that fewer boys dropout due to pregnancy. This suggested that schools are no longer pushing out boys from school who may have been involved or it could also suggest a more serious scenario, i.e. the girls are being impregnated by males who are not enrolled in primary schools, and a possibility is adults.

Higher dropout was observed in the Hhohho and Manzini regions. These are normally considered to be regions which are relatively better off than the other two. It would be important to find out what possible reasons could be attributed this scenario.

Table 3.3: Dropout by Grade, Sex and Region 2016

Gender	Grade	Hhohho	Lubombo	Manzini	Shiselweni	Total
Female	Grade 1	173	165	181	147	666
	Grade 2	197	130	184	127	638
	Grade 3	236	119	208	151	714
	Grade 4	211	128	218	139	696
	Grade 5	247	158	191	132	728
	Grade 6	266	220	247	206	939
	Grade 7	125	136	190	100	551
Female		**1,455**	**1,056**	**1,419**	**1,002**	**4,932**
Male	Grade 1	192	179	324	166	861
	Grade 2	248	135	255	163	801
	Grade 3	274	164	320	173	931
	Grade 4	266	231	300	181	978
	Grade 5	293	228	319	182	1,022
	Grade 6	307	276	313	201	1,097
	Grade 7	131	107	245	62	545
Male		**1,711**	**1,320**	**2,076**	**1,128**	**6,235**
Total		**3,166**	**2,376**	**3,495**	**2,130**	**11,167**

Source: MOET, AEC Report (2016)

Figure 3.4: Dropout by Sex and Region 2016
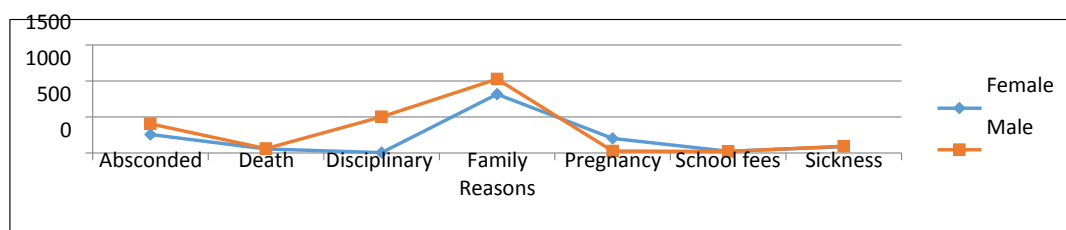
Source: MOET, AEC Report (2016)

Survival Rate: AEC, 2016 data indicated a survival rate of 78.8%. This suggest that the system starts off with 100% which are learners in grade 1 but is unable to retain over 20% of the learners within the

7 years. There is need to investigate what happens to the 20% learners who do not survive the primary school level within the 7 years.

Table3.4: Survival Rates by Sex and Grade 1 to end of lower secondary

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Total	100%	98.7%	99.6%	96.8%	95.2%	92.5%	81.0%	79.8%	71.1%	55.9%
Female	100%	98.1%	98.7%	95.4%	95.2%	93.9%	82.9%	81.8%	72.7%	56.4%
Male	100%	99.2%	100.5%	97.8%	94.8%	90.9%	78.8%	77.7%	69.2%	55.1%

Source: MOET, AEC Report (2016)

Data: The data collected by EMIS with regards to Special Education Needs (SEN), children are identified at school level by class teachers who are respondents. These are not medically diagnosed statistics (as defined by health professionals), but are an indication of the perceived SEN/disability that may exist in the schools. The inspectorate and the EMIS are currently working with Ministry of Health to improve the data collection and analysis using the SADC tool. This tool will assist in Early Identification (EI) of leaners who need special attention and the definition of terms under the sub-sector. It is hoped that this will gradually improve the data being collected by the Ministry.

The data might not represent the complete profile of OVC in the system, as some schools and communities are no longer classifying the learners according to their status because of the FPE Programme. There is a need to ensure that OVC data reported by the EMIS unit is accurate. In the meantime, the available data will need to be complemented by data collected by the Social Welfare Department under the office of the DPM. However, this data is very important as it can be used to investigate the reasons for the drop outs reported by schools especially those who "absconded" and "those who cited "family reasons".

Sub-sector Priorities (2018/19 – 2020/21)

- Improve Primary Education Quality and Relevance
- Improve Delivery and Efficiency of Primary Education
- Improve Access to Primary Education

3.3 Secondary Education

The Secondary level consists of five grades, normally referred to as form 1 to form 5. The sub-sector is divided into two levels, i.e. Lower Secondary which is forms 1 to 3, and Senior Secondary or High School which is forms 4 and 5. Entry into both levels is determined by passing the external examination. For the lower secondary, a successful completion and passing of the primary examination (Swaziland Primary Certificate) is required and a Junior Certificate examination is a pre-requisite for entry into senior secondary (JC). However, some schools offer a qualification equivalent to and beyond SGCSE. In line with the revised Education Sector Policy Secondary education is meant to equip learners with survival skills that will open doors for continuing on to post-secondary education, providing learners with skills to enable them to find jobs in either the private or public sector and perhaps most importantly entrepreneurship skills. According to the AEC (2016) report, there are 282 secondary and high schools throughout the country of which 20 are privately owned.

Current State

Access: Access to education has increased in recent years, between 2014 and 2016. However, access is low compared with neighbouring countries. Table 3.5 below shows that the number of learners at secondary education level increased from 96 888 in 2014 to 104,058 in 2016.

Table 3.5: Evolution of Enrolment Secondary All: 2014-2016

Grade	2014	2015	2016
Form 1	27,142	27,242	27,717
Form 2	24,389	25,374	25,453
Form 3	14,234	15,800	17,197
Form 4	19,237	19,541	20,378
Form 5	11,374	12,267	13,196
Form 6	94	92	73
Grade 10	192	123	7
Grade 11	145	114	21
Grade 12	81	105	16
Total	**96,888**	**100,658**	**104,058**

Source: MoET AEC report (2016)

Gender: Data indicate a gender parity greater than 100%. This suggested that more girls were of the appropriate age than boys. There are fewer boys of the correct age at this level which confirms that boys are still trapped at primary level due to higher repetition rates.[11]

Teachers: The secondary school system has over 6,000 teachers. The number of qualified teachers increased from 4 326, to 4 845 in 2013and 2016 respectively. Generally, the learner-teacher ratio remained unchanged at 1: 16 since 2012. Also, the ratio of pupils to appropriately qualified teachers also remained at 1:22. There are acute shortages of qualified teachers for Mathematics, Science, ICT and Prevocational subjects such as Design and Technology.[12]

Dropout: The dropout rates decreased slightly from 4.2% in 2012 to 3.9% in 2015 at lower secondary education level while at senior secondary level, it increased from 2.8% to 4.8% during 2012 and 2015 respectively. The data tells us that dropout is highest in Form 1 and Form 2 and in terms of gender, there are more girls dropping out of the system. Most of the girls dropout due to pregnancy.
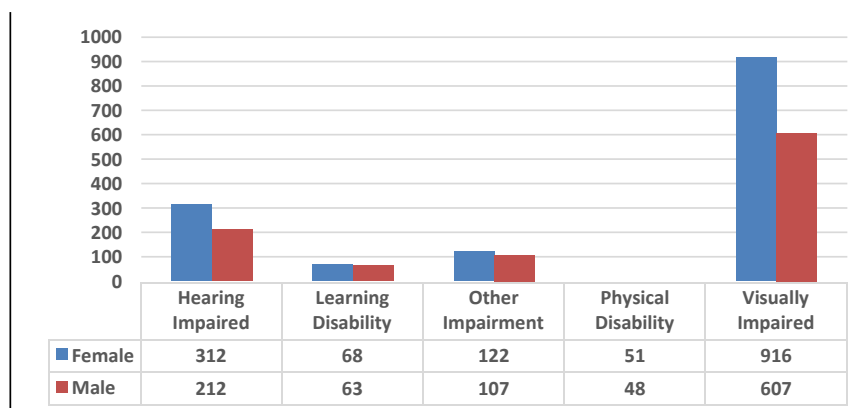
OVCs: According to the 2015 AEC, there are over 35 208 orphaned and vulnerable learners in lower secondary education level.

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[11] Source: MoET EMIS AEC (2016) report
[12] Source: MoET EMIS AEC (2015) report

SEN Data: Data collected in 2015 reveals that there were 2 506 learners with special education needs. The chart below shows the different kinds of disabilities.

Figure 3.5: Learners with SEN by Status and Sex, 2016

	Hearing Impaired	Learning Disability	Other Impairment	Physical Disability	Visually Impaired
Female	312	68	122	51	916
Male	212	63	107	48	607

Source: MoET AEC report (2016)

Assessment: There is an external examination at the end of the junior secondary (Junior Certificate) and at the end of senior secondary education. The Swaziland General Certificate of Secondary Education (SGCSE) and International General Certificate of Secondary Education (IGCSE) are accredited by the Cambridge International Examination (CIE). The change towards a system of competency based curricula means that the current monitoring and assessment tools need to be revised and adapted to the new qualifications.

Challenges

Access: Participation at secondary education level is very low and this is largely attributed to high poverty rate which stands at 59% (EHIES, 2018). The Net Enrolment Rate for lower secondary education level increased slightly from 27.7% in 2015 to 28.4% in 2016. Also, at senior secondary level it improved slightly from 41.9% in 2015 to 42.4% in 2016. This indicated that about 60% of the secondary aged children were not in secondary schools. On the other hand, the Gross enrolment at junior and senior secondary level stood at 90.6% and 80.7% in 2016 respectively.[13]

Data from the AEC (2016) report indicates that there are secondary aged learners still enrolled in primary. Statistically, the majority of learners who ought to be enrolled at lower secondary (48 680) are still at primary level, the majority of them being in Grade 6. More than 60% of the secondary-aged population is in primary school. If the learners of lower secondary education are still at primary level, then it explains why the enrolment rates are so low. It also implies that the learners of higher secondary are currently enrolled in lower secondary. All these inefficiencies begin at primary level due to the repetition which is not addressed from Grade 1, hence the low internal efficiency measures throughout the education system.

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13 Source: MoET EMIS AEC (2016) report

According to the MICS (2014), a majority of children cannot access education due to financial barriers. The high cost of secondary education threatens the transition of learners from primary education level (which is state funded) to secondary education.

Curricula: Core issues relating to education quality are the lack of standards and the lack of clear operational definitions of outputs at each level in terms of key competencies and skills to be acquired. Curricula do not clearly characterize the nature of output from each phase in terms of competencies to be acquired[14]. The Curriculum should allow students to venture into different career pathways.

School text books: Due to lack of text book policy, the management of secondary school book provision varies widely across schools. The combined cost of textbooks, exercise books and stationery could be very high, reportedly exceeding E5, 000 per year in some cases[15].

Repetition: The data suggested that repetition was an emerging concern at lower secondary levels, and it rose from about 15% in 2012 to 19% in 2016. At senior secondary education level, repetition rate stood at 12.1% during 2016. According to the available data, repetition is highest in Form 2 and amongst boys. This is a serious concern which needs interventions.

Efficiency: In the sub-sector, completion rates are low and years-input per graduate are too high, moreover, repetition rates are high. Curricula are broad and therefore expensive. Student-Teacher Ratios (STRs) are low for secondary education - mainly because of the location of schools and subject combinations.

Sub-sector priorities (2018/19 – 2020/21)

- Improve Access to Secondary Education
- Improve Quality and Relevance of secondary education
- Improve Delivery and Efficiency of secondary education

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[14] Source: NETIP I report, page 14
[15] Source: NETIP I report, page 14

3.4 Technical and Vocational Education and Training

The Technical Vocational and Training (TVET) have a mandate of sustaining the flow of skilled graduates in the technical and vocational fields. Good quality, broad-based and market responsive technical and vocational education, training and skills development programs supply the skills and competencies that immediately respond to labour market demands that drive growth in post-industrial economies. Skilled labour is critical for its capacity to apply knowledge and technology to realise higher value added productivity which is the base for sustainable growth.

According to the Education Sector Policy (2011), the Education Policy Objective with regard to TVETSD is "to initiate and sustain a TVETSD system and sub-sector responsiveness to market needs and demands, which will contribute to the realization of Eswatini's socio-economic development goals."

Current State

It is worth noting that most of the activities planned for under NETIP I could not be achieved due to a number of challenges which include the lack of a TVETSD coordination mechanism and a dedicated budget line to facilitate the implementation of TVET activities.

Access: TVET provision caters to a very few people in Eswatini and is far from sufficient in terms of meeting the needs of the country's economic recovery and growth. Many TVET providers are not registered and they operate fairly independent. Currently there are over 70 TVET institutions in the country of which 27 are public and 29 are private, for profit, and 14 are run by NGOs, Churches and communities (private non-profit). These institutions offer 415 training programs in 60 areas ranging from vocational programs such as sewing, farming carpentry, etc. to high technical and professional programmes such as business management, computer programming, education etc. About 55% of the training programs are short term (less than 12 months) and many of them are vocational.[16]

Gender: Girls comprise about 40% of the total TVETSD enrolment in public TVETSD centres. However, girls' participation is concentrated in lower level programmes.

Challenges

The key challenges currently facing the TVETSD sub-sector may be summarised as poor quality of current curricula, inadequacy of instructor qualifications, low market relevance, assessment of TVETSD, and access to TVETSD, unaffordable costs and coordination of TVETSD.

The specific challenges are as follows;

Legislation: The country lacks comprehensive legal framework that addresses the provision of TVETSD. This has resulted in poor coordination, governance and regulation of TVETSD at national level. In addition to this, as part of improving the delivery and efficiency of TVETSD, there is a need to review the TVETSD policy and align it to the revised national EDSEC Policy.

Access: Access to TVETSD continues to be limited in terms of available programme and equity. There is a need to increase the number of TVET institutions in the country to ensure equity. There is a need to expand and diversify programmes offered by the TVET institutions in order to meet the demand by

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[16] Source: World Bank report (2014) page ix

the industry. In addition to this, there is a need to increase funding to TVET institutions and programmes.

Low Internal, Market and Development Relevance: Currently, the training system in Eswatini is mainly supply driven. Developments in the Swazi training sector are proceeding without the data, information and analysis that should inform planning, monitoring and evaluation, and impact assessment. Poor data and information management pervade the sector. There is a need for up-to-date, harmonised and coordinated labour market information for policy guidance and to enable training providers to develop responsive training programmes. In terms of information, there are limited labour market surveys, and those that exist are not clear as to the types and levels of skills required.

Quality of Current Curricula: Eswatini does not have a national TVETSD curriculum, national occupational standards. This means that there is no national specification for the skills required in particular occupations. TVETSD programmes provided in Eswatini are mainly based upon availability of workshops and qualified instructors rather than identified and specified sector priorities that determine the needs of such programmes and the competencies needed. Lack of Vocational Standards causes system rigidities and limited pathways within TVETSD, and between it and other tertiary levels.

Assessment of TVET: Assessment is conducted against different criteria, under varying conditions, using different assessment instruments and is administered by staff that may or may not have assessor competencies. Certification is fragmented, usually given by the provider itself. In some cases, assessment quality assurance is managed through external examinations set by international awarding bodies, such as the City and Guilds.

Instructor Competencies, Performance and Development: Most TVET instructors in Eswatini lack some competencies and industrial experience and as such they cannot perform at high level**.** For upper levels, most instructors lack appropriate qualifications as there is currently no system of national occupational standards for TVETSD instructors. Other than the low qualifications, some trainers do not have pedagogical training, which affects the trainee quality. Overall, TVETSD instructors have limited, irrelevant or out dated industry experience. Consequently, many instructors are either out of touch or unaware of contemporary work practices or are unclear about the standards that apply in the workplace.
– There is a need to accelerate the implementation of the CBET for TVET which entails development of occupational standards and qualification for registration in a National Qualifications Framework. This also includes establishment of an assessment and certification mechanism for TVET.

Institution Management Competencies: Training is provided through a wide spectrum of training institutions and levels including formal, informal, enterprise based, apprenticeship training, as well as non-formal training schemes. TVETSD is provided by two formal institutions and forty-three non-formal TVET providers. Two public institutions, the MoET and Ministry of Commerce, Industry and Trade (MCIT) have the overall mandate for systemic coordination of TVETSD. Overall, institution managers are ill prepared for their job and their management capacities are inadequate. To date, formal management training is not a pre-requisite for promotion to training centre manager or Head of Department in a training institution.

Sub-sector Priorities (2018/19 – 2020/21)

- Improve Access and Equity in TVET
- Improve Quality and Relevance of TVET
- Improve Delivery and Efficiency of TVET

3.5 Teacher Development & Management

The general objectives of this sub–sector is imparting theoretical knowledge and methodological skills related to the art of teaching and ensuring that schools are supplied with qualified teachers through timely recruitment, deployment and promotion taking into consideration issues of discipline and the welfare of teachers. Also, the sub- sector is responsible for providing; on-going technical and professional support to practicing teachers to be able to effectively deliver the school curriculum, on-going support and managerial skills to head teachers and deputy head teachers in order to improve the quality of curriculum delivery and school management.

Current State

Access: Access in teacher training colleges remains low as compared to the demand due to the absorption capacity of the colleges. There are strategies currently used to facilitate the expansion of the capacities of TTIs. Currently the Teaching Service Commission (TSC) feels compelled to find contemporary solutions, thus employing under-qualified teachers or graduates (B.Sc./Diploma holders) without pedagogical training.

The insufficient supply of graduates from the PRESET system and the temporary employment of under-qualified or inappropriately qualified teachers have contributed to highlight the importance of the INSET system (in-service training and education). The MoET INSET Department has set up nine Teacher Resource Centres (TRCs) to support primary and secondary school teachers to improve their teaching skills and to provide management training for head teachers. The execution of the training courses is heavily dependent on financial resources and the availability of transport facilities.

Challenges

Curriculum: The curriculum in primary pre-service teacher training seems to be overloaded with subject content or academic knowledge, neglecting the important pedagogical side of teaching skills and practices. The overloaded curriculum does not give students sufficient time for individual study work and Internalization of concepts to develop a deeper understanding. Particularly for secondary teacher training, the framework curriculum should place more emphasis on Mathematics, Science, ICT, Design and Technology and business studies. Designing PRESET standards, curriculum and assessment modalities for introducing competency-based curricula need to be implemented or reinforced for primary and secondary school education teaching also taking into consideration cross cutting issues such as inclusivity and the use of ICT in teaching and learning. The curricula for teacher training as well as for classroom teaching should clearly define the output for each teaching module in terms of knowledge, skills and competencies to be achieved.

Teaching and Learning Materials: In line with the revision of the curriculum, relevant teaching and learning materials need to be developed and/or provided for the TTIs.

Balancing the Demand and Supply of Teachers: There is a need for the development and operationalization of a teacher demand and supply system, in order to develop suitable solutions to overcome the obvious shortcoming of teacher supply. The demand and supply system should be applied for the auditing of existing primary school teacher numbers and qualifications and the predicted output of graduates from the TTIs.

Mainstreaming Cross Cutting Issues in Teacher Development and Management*:* Programmes need to respond to the challenge of mainstreaming life skills, Sexual Reproductive Health (SRH), Sexually Transmitted Infections (STIs), HIV and AIDS and other disasters into the PRESET (pre service training) and INSET (in-service training) teacher training curriculum. Teacher training programmes at all levels need to give much greater prominence to the concept of CSTL (Schools as Centres of Care and Support), which at present receives only minimal recognition. In light of governments' commitment to providing inclusive education, Education for Sustainable Development (ESD), there is an urgent need to train teachers on inclusive education and to support them to be able to handle learners with special education needs across all levels of education.

Languages: Previous reports have emphasized that primary school teachers in particular need to be sufficiently competent in languages to be able to teach confidently in both SiSwati and English languages, whereas with many practicing teachers, including newly-qualified teachers, this is clearly not the case.

Quality Teachers: The problem of unqualified teachers still persists as 25% of primary school teachers are not qualified, therefore, there is an urgent need for appropriate training courses to address this challenge. For Quality education to be achieved, qualified teachers should be provided at all levels of the education system. Teacher training programmes do not adequately cater for providing appropriate training courses for teachers in ECCDE, TVET, Adult Education, Life Long Learning, and Higher Education. Overall, there is a severe under-supply of qualified teachers at primary and secondary levels particularly in ICT, Mathematics and Science.

Sub-sector Priorities (2018/19 – 2020/21)

- Improve Access and Equity in Teacher Development and Management
- Improve Quality and Relevance of Teacher Development and Management
- Improve Delivery and Efficiency of Teacher Development and Management

3.6 Higher Education

Higher Education has two components namely Higher Education coordination and regulation. The mandate for the coordination of the higher education lies with the Chief Inspector Tertiary whilst the regulation mandate lies with the Swaziland Higher Education Council.

The overall goal for this subsector is to restructure and redirect an inclusive, research-driven education to provide a recurrent flow of relevant high-level human resources in order to achieve Eswatini's socio-economic development goals and enrich its intellectual and cultural environment.

Higher education is vital to the provision of the skills and essential to the growth of a research-based, knowledge-driven economy. However, for a number of reasons, Eswatini lags behind compared to other

parts of the world in terms of knowledge-based development and urgently requires a reinvigorated response to this challenge.

In 2013, Eswatini adopted the Higher Education (HE) Act to address key strategic, infrastructural and quality issues, and to provide a directive response within the SADC Qualifications Framework. There is a need for the development of a HE policy to ensure implementation of the Act. The implementation of the HE policy must be supported by providing adequate resources, regular monitoring and reporting to track the sub-sector's response to challenges and in the long run position Eswatini as a competitive, skills-based economy within the region[17].

Current State

Access: Currently, there are four (4) universities that are supported by government. One of these is the University of Eswatini (UNESWA) which is a public institution and the main provider of higher education and training in Eswatini. The other three (3) institutions are private higher education and training providers that have recently been established. These are the Limkokwing University of Creative Technology (LUCT), the Southern Africa Nazarene University (SANU) and the Swaziland Christian University (SCU). UNESWA accounts for about 61% of enrolment at post-secondary level. This is a decline from 70% in 2012. The drastic decline in enrolment at the University of Eswatini has been a result of the introduction of new institutions of higher learning which UNESWA has to compete with for government funding. The total number of students enrolled in H.E institutions in 2015 was 10,362 and this excludes TVET institutions[18].

The Swaziland Higher Education Council (SHEC) was established in 2015 with the responsibility of regulating institutions of higher learning including qualifications.

Since establishment in 2015, the SHEC has;

- Developed the Swaziland Qualifications Framework (SQF). The SQF forms the basis of a benchmarked, flexible and integrated system of qualifications moving towards a knowledge and lifelong learning society.
- Facilitated the adoption of the Higher Education Regulations. The guidelines are a vital instrument which spells out all the standards to be adhered to by higher education institutions. It gives explicit guidance on how an institution of higher learning is established in the country, how it is registered, how institutions get to acquire accreditation and how foreign qualifications are evaluated. The regulations also spell out the consequences of failure to adhere to the standards. In addition to this, SHEC managed to draw supplementary regulations on Academic Regalia and Honorary Degrees as per a directive from Cabinet.
- Continuously register all higher education institutions in Eswatini for quality assurance purposes. Thus far, a number of HE institutions have completed the self-evaluation reports and are now awaiting site inspection to be done by SHEC which will lead to the first list of registered Higher Education Institutions which will be published in the government gazette.
- Conducted performance audit in some HE institutions.
- Drafted the Higher Education Policy
- Initiated the development of a Credit Accumulation and Transfer System

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[17] Revised Education Sector Policy (2017), page 42-43
[18] MoET, AEC (2015) report

Under NETIP I, the sub-sector also managed to increase the number of HE institutions in the country and enrolment at this level by delinking the intake of the institutions from the provision of scholarships. However, access to tertiary still presents an even gloomier picture of the education status of the country, as fewer high school graduates are able to access higher education. Financial burden to both the government and the parents/guardians is difficult and unmanageable; hence the call for a policy that will ensure regulated fees to increase access to higher education.

Table 3.6: Enrolments in Higher Education Institutions (2014/ 2015)

Type of H.E Institution	Type of H.E institution	No. of students	% Female	No. of Lecturers	Lecturer/ Student Ratio	Annual Output
University of Eswatini	Public	6493	55%	291	1:22	915
Limkogwing University of Creative Technology	Private	2439	46%	104	1:23	676
Southern Africa Nazarene University (SANU)	Private	1438	62%	113	1:12	396
Swaziland Christian University (SCU).	Private	262	57%	47	1:5	
Total		10632		555		1987

MoET, AEC (2015) report

Challenges

Science, Mathematics and Technology: The ESSP states the following challenges of higher education: "Despite its importance in providing high-level skills that are essential for economic revival, access at this level remains very low, there is acute shortage of graduates in Science, Mathematics and Design and Technology which are critical areas for innovation. According to the AEC, 2015, 6% of university students specialize in science and engineering.

Legislation and Policy: There is lack of policy and statues for higher education and also strategic plans in institutions of higher learning.

Access and Equity: There are challenges with regards to ensuring access for learners who are vulnerable, orphaned and marginalized e.g. OVCs and people with Special Education Needs.

Quality and Relevance: Technical leadership at this level is conspicuously absent. There is poor research output in the Higher education institutions and their research community has remained insular, thus bringing doubt to the quality and development relevance of their research outputs."

The ESSP states: "The limited engagement of critical stakeholders, especially employers and industry significantly contributes to the doubtful relevance of teaching." As a result of the foregoing, Higher Education Institutions programmes do not respond to the socio-economic demands.

Further, there seems to be no formal process or mechanism for placing the Universities at the centre of the national development dialogue."

Delivery and Efficiency: The lack of policy at national and institutional level results to a lot of inefficiencies in the sector. A classic example as stated by the ESSP is the high level of resource inefficiency at UNESWA, attributed to long study programmes, small class sizes, underutilization of physical facilities, and low repayment rate of student scholarships. In addition, it is suggested to encourage and facilitate private sector establishment of additional tertiary institutions within the policy guidelines. In order to increase efficiency and delivery of higher education a human resource audit is proposed to quantify Eswatini's needs by sector and skill type including migration of highly skilled manpower. Moreover, contributing to the high inefficiencies is the lack of pathways and qualification articulation because of the non-comparability, compatibility, portability resulting in non-recognition of qualification nationally and internationally.

Data Availability: An additional challenge relates to the data availability on HE. The EMIS currently reports on the performance of the sub- sector but its report is only limited to enrolment. There is a need to improve the quality of information on HE.

Sub-sector priorities (2018/19 – 2020/21)

- Improve Access and Equity in Higher Education
- Improve Quality and Relevance of Higher Education
- Improve Delivery and Efficiency of Higher Education

3.7 Non- Formal Education and Life Long Learning

Non-formal education system provides alternative options for education and training to learners who for various reasons have dropped out and or have not been able to attend the formal education. There are three major institutions mandated to implement adult and non-formal education courses. These are:

- The Sebenta National Institute (SNI)
- The Emlalatini Development Centre (EDC)
- Adult Education Centres

Current State
Access: Despite the introduction of the Free Primary Education in 2010, there is still a significant number of children who are out of the formal school system. Available data from the AEC (2015 and 2016) report indicates that about 4% of primary school age-eligible children are out of school. At secondary education level, the situation is more serious as more than 50% of age eligible learners are out of school.

However, the MICS (2014) states that about 95% of women aged 15-24 years are literate while about 92% of men within the same age group are literate. For men, there are variations in terms of literacy levels between men in urban areas and those in rural areas which is not common amongst women. There is a need to identify the barriers to education and put in place programmes to ensure that all citizens have access to education.

Table 3.7: Sebenta Enrolments, 2013- 2017

Programme	2013	2014	2015	2016
BASIC & Post Basic	2095	2469	2897	2635
Vocational Skills	291	346	465	673
NUPE	127	132	138	151
No. of Candidates who sat for Examination (Grade 7)	34	74	131	163

Source: SNI Annual Reports (2013 – 2016)

The Emlalatini Development Centre (EDC) offers an alternative non-formal education to the formal secondary school system through distance learning combined with face-to-face teaching. EDC follows the same curriculum as the formal secondary schools converting the learning material to distance-learning modes. The EDC programmes respond to the needs of diverse learners, drop-outs from the secondary school as well as offering a second chance to others who want to upgrade their examination grades to improve their chances to be re-admitted to the formal education system, and at the University or TVETSD. The distance learning mode also provides the opportunity for persons at work to continue their education for further qualification.

Table 3.8: Enrolments at EDC by Level and Year, 2013-2017

Year	JC	SGCSE	Total
2013	248	496	744
2014	245	697	942
2015	264	561	825
2016	235	399	634
2017	218	301	519
TOTAL	**1210**	**2454**	**4408**

Source: EDC Register, 2013-2017

Table 3.9: Enrolments at RECs by Year, 2014-2018

Year	Enrolment
2014	242
2015	400
2016	306
2017	322
2018	262
Total	**1532**

Source: REC Register, 2014-2018

Curriculum: There is a need for the review for the training materials currently being used by the SNI to ensure that they are relevant, inclusive and aligned to the competency based education.

Assessments: MoET Examinations Council in collaboration with SNI, decided that formal and non-formal learners should receive the same PSCE in order to avoid any discrimination against non-formal learners. This is a significant step to improve the interchange between non-formal education and the formal school system and to facilitate the transfer of students from non-formal to the formal system.

Challenges

Access: The current coverage of non-formal programmes at basic, primary or secondary level is far too low to support the educational policy objective to form a basis for skilled manpower development. In comparison to other Africa Middle Income Countries (AMIC) with low populations like Namibia and

Botswana, the enrolment level for NFE and distance education in Eswatini is only a fraction compared to their neighbouring countries.[19]

Delivery and Efficiency: Most facilitators for NFE require additional training for teaching in non-formal classes. Some facilitators have only secondary school education. There is a need to continuously train and upgrade facilitators for adult education and for NPE.

The financial resources for further upgrading of facilitators' qualifications are clearly insufficient; the same is true for improvement of infrastructure facilities and equipment. Financial constraints limit the scale of implementation for: Filling of vacant positions, creation of additional positions, provision of incentives for facilitators/teachers, improvement of working conditions, the development of a regular training plan for facilitators/teachers and opportunities for professional development

There is a general problem of negative attitudes towards Adult Education and Life-long Learning, which MoET will need to seek to overcome.

Sub-sector Priorities (2018/19 – 2020/21)
- Improve Access to NAE and LLL
- Improve Delivery and Efficiency of NAE and LLL
- Improve Quality and Relevance of NAE and LLL

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[19] See World Bank (2010), The Education System in Swaziland, p.28

CHAPTER 4: SUB-SECTORS, OUTCOMES, STRATEGIC OBJECTIVES, OUTPUTS, ACTIVITIES & INDICATORS

4.1 Early Childhood Care Development and Education (ECCDE)

OUTCOME	Children holistically developed in preparation for learning in school
Outcome Indicators	IOC 1.1 Proportion of ECCDE centres implementing comprehensive development in line to the Swaziland Early Learning and Development Standards (SELDS) IOC 1.2 Participation rate in organized learning (one year before the official primary age) IOC 1.3 Proportion of trained educators interacting with children (focusing on supportive child development) IOC 1.4 Level of interaction among parents, non-governmental and governmental institutions (focusing on the child's preparation for school)

Outputs	Main Activities	Output Indicators
STRATEGIC OBJECTIVE 1: IMPROVE DELIVERY AND EFFICIENCY OF ECCDE		
OP 1.1 Coordination, planning and alignment of ECCDE improved	• Reinforce linkages with relevant partners, role-players and stakeholders, particularly politicians • Develop ECCDE Strategy • Map all ECCDE service providers and carry- out a situational analysis of all ECCDE centres	• Number of partners and stakeholders supporting ECCDE • Number of registered and recognized ECCDE centres • Finalized, Approved and Disseminated ECCDE Strategy • Number of ECCDE centres mapped and maps produced and distributed to users
STRATEGIC OBJECTIVE 2: IMPROVE ACCESS AND EQUITY IN ECCDE		
OP 1.2 Equal access to ECCDE provided	• Facilitate the introduction of education at pre-primary level (Grade 0) • Provide and or upgrade infra-structure within the context of Grade 0 • Facilitate introduction of school feeding schemes in Grade 0 • Promote integration of ICT in ECCDE centres	• Number of primary schools with Grade 0 • Enrolment Rate • Number of ECCDE centres with feeding schemes • Number of ECCDE centres using ICT in teaching and learning

STRATEGIC OBJECTIVE 3: IMPROVE QUALITY AND RELEVANCE OF ECCDE		
OP 1.3 Quality and Relevance of ECCDE enhanced	- Finalize and Implement Competency Based ECCDE Curriculum - Monitoring of ECCDE centres - Finalize and monitor a compliance instrument (guidelines) for ECCDE centres - Provide training opportunities for capacity building to personnel within the ECCDE Cadre (e.g. Inspectors)	- Number of ECCDE centres implementing CBE Curriculum - Number of qualified teachers in ECCDE centres (Grade 0) - Number of ECCDE centres monitored annually - Proportion of ECCDE personnel trained **All schools implementing the CSTL Programme:** Proportion of schools with access to a) electricity, b) internet for pedagogical purposes, c) computers for pedagogical purposes, d) adapted infrastructure and materials for students with disabilities e) basic drinking water f) single sex basic sanitation facilities g) basic hand washing facilities

4.2 Primary Education

OUTCOME	Learners' general knowledge, independent thinking skills + organizational skills developed in preparation for successful progression in the education system
Outcome Indicators	IOC 2.1 Proportion of schools properly and effectively utilizing of technical-educational resources (e.g. computer labs, science labs, laboratories) IOC 2.2 Proportion of children in Grade 3/4 and Grade 7 with at least a minimum proficiency level in reading and mathematics. IOC 2.3 Level of development of learning skills (e.g. independent thinking, problem solving and organizational skills) IOC 2.4 Level of students' preparedness for the next phase of education

Outputs	Main Activities	Output Indicators
STRATEGIC OBJECTIVE 1: IMPROVE QUALITY AND RELEVANCE OF PRIMARY EDUCATION		
OP 2.1 Competency-Based Curriculum at Primary Level Implemented	• Contribute to the national curriculum framework (regarding primary education) to incorporate learner-centered approaches, with emphasis on curriculum becoming fully competency based, with agreed and clearly specified skills and competencies • Develop matching syllabuses for primary education • Contribute to the development of an assessment framework to align assessment and examinations with identified competencies • Develop inclusive materials for Grade 1–4 in line with the competency-based curriculum • Conduct research to inform development of quality, relevant and sustainable education (competency based education)	• Levels/grades of primary schools that have introduced CBE • Number of Grade 1-4 teachers trained on new teaching approach, i.e. learner-centered and competence based teaching approach in all subjects • Number of schools using CBE inclusive material for the foundation and middle phases • Percentage of qualified teachers • **All schools implementing the CSTL Programme:** Number of schools with access to; a) electricity, b) internet for pedagogical purposes, c) computers for pedagogical purposes, d) adapted infrastructure and materials for students with disabilities, e) basic drinking water, f) single sex basic sanitation facilities, g) basic hand washing facilities

STRATEGIC OBJECTIVE 2: IMPROVE DELIVERY AND EFFICIENCY OF PRIMARY EDUCATION		
OP 2.2.1 Capacity for Schools Management and other Professional Staff Created	• Provide training to primary school inspectors and head teachers on competency-based skills • Provide training to head teachers and school committees on school governance, including the implementation of CSTL (Care and Support to Teaching and Learning) standards • Provide orientation training to newly appointed school inspectors • Conduct in-service training workshops for primary school teachers and head teachers (based on inspection findings) • Establish posts and recruit Senior Inspectors for Primary sub-sector	• Number of primary school inspectors, INSET officers, NCC professional trained • Number of trained head teachers and elected chairpersons of school committees. • Number of newly appointed inspectors • Proportion of teachers trained based on inspection findings
OP 2.2.2 Resource Efficiency for Curriculum Drivers	• Monitoring the use of teaching-learning resources in schools • Provide support to NCC in the development and review of curriculum and (e.g. working tools and transport etc.) • Provide support to inspectorate for effective monitoring of on-going programmes in the schools (working tools, policy documents and transport etc.)	• Number of schools audited/ inspected • Number of staff capacitated • Number of officers provided with adequate working tools and offices.

STRATEGIC OBJECTIVE 3: IMPROVE ACCESS AND EQUITY IN PRIMARY EDUCATION		
OP 2.3 Free Primary Education Implemented and Sustained	• Review of the FPE Act to be in line with primary education needs • Finalize and secure approval of the FPE regulations • Procure and distribute text books, exercise books and stationery for all public primary schools • Sustain and improve provision of school feeding • Enforce EDSEC policy statement on Repetition, Retention and Progression • Advocate for timely posting of qualified teachers to rural schools and facilitate their retention • Review and endorse minimum and optimum standards for school facilities for all primary schools • Develop a strategy to ensure equity of schools in terms of facilities, infrastructure and materials	• FPE Act amended and regulations adopted • Primary NER • Repetition rate • Drop-out rate • Proportion of public schools that received teaching and learning material and equipment. • Proportion of public primary schools providing good quality school feeding on a daily basis • Number schools adhering to acceptable standards for inclusive infrastructure (especially for rural schools) • Proportion of schools assisted to improve conditions of employment for retention of teachers in poverty stricken communities/ areas • Teacher/pupil ratio (in terms of qualifications) per school

4.3 Secondary Education

OUTCOME	Learners prepared for successful transition to the labour market or the higher education system
Outcome Indicators	IOC 3.1 Proportion of schools properly and effectively utilizing of technical-educational resources (e.g. computer labs, science labs, laboratories). IOC 3.2 Proportion of learners showing level of development of learning skills (e.g. independent thinking, problem solving and organizational skills). IOC 3.3 Number of learners showing preparedness for conscious choice of profession and/or the next phase of education. IOC 3.4 Proportion of learners at the end of lower secondary with at least a minimum proficiency level in reading and mathematics.
Outputs	**Main Activities**	**Output Indicators**

STRATEGIC OBJECTIVE 1: IMPROVE ACCESS AND EQUITY IN SECONDARY EDUCATION		
OP 3.1 **Access to Secondary Education Expanded**	• Increase secondary education access through establishment of more inclusive schools • Review and endorse minimum and optimum standards for all secondary schools • Enforce policy on repetition, retention and progression • Initiate the introduction of a secondary education qualification beyond SGCSE (A-Level)	• Number of registered secondary schools • Minimum and optimum standards for all secondary schools document in place • NER • Survival rate • Drop-out rate • Progression Rate • Percentage of Vulnerable learners participating in secondary education • Repetition rate

STRATEGIC OBJECTIVE 2: IMPROVE QUALITY AND RELEVANCE OF SECONDARY EDUCATION		
OP 3.2 Quality and Relevance of Secondary Education Improved	• Provide continuous monitoring and evaluation of teaching and learning • Initiate the development of a competency based curriculum for secondary education • Contribute to the development of an assessment framework to align assessment and examinations with identified competencies	• Pupils/Qualified Mathematics teacher ratio • Pupils/Qualified Science teacher ratio • Pupils/Qualified ICT teacher ratio • Percentage of in-serviced Mathematics, Science and ICT teacher by location • Availability of an incentive package for Mathematics, Science and ICT teachers to retain them in school • Number of in-service training workshops conducted for secondary school teachers and head teachers • **All schools implementing the CSTL Programme:** Proportion/Number of schools with access to a) electricity, b) internet for pedagogical purposes, c) computers for pedagogical purposes, d) adapted infrastructure and materials for students with disabilities e) basic drinking water f) single sex basic sanitation facilities g) basic hand washing facilities • Number of subjects with reviewed curriculum and assessment.
STRATEGIC OBJECTIVE 3: IMPROVE DELIVERY AND EFFICIENCY OF SECONDARY EDUCATION		
OP 3.3 Capacity Building for Secondary Inspectorate, NCC, INSET and Teachers Strengthened	• Provide induction training to newly recruited secondary education professional staff • Develop and implement a strategy for continuous professional development of professional staff working under the secondary education sub- sector • Provide the inspectorate with the necessary working tools for carrying out their duties • Facilitate the increase of the supply of qualified mathematics, science and ICT teachers, in schools.	• Number of training and capacity building workshops conducted for all secondary education professional staff • Percentage increase in resources allocated to the inspectorate • Number of officers allocated with working tools.

4.4 TVET

OUTCOME	**TVET graduates prepared to enter the labour market and to contribute to socio-economic development**	
Outcome Indicators	IOC 4.1 Number of professional trainings/developments for competencies of TVET instructors IOC 4.2 Degree of prestige (positive perception) of the TVET system among students, their parents, and the general public] IOC 4.3 Proportion of employed TVET graduates by the labour market IOC 4.4 Level of collaboration between Government, society, the TVET system and the labour market	
Outputs	**Main Activities**	**Output Indicators**
	STRATEGIC OBJECTIVE 1: IMPROVE QUALITY AND RELEVANCE OF TVET	
OP 4.1.1 A TVET Competency-based Training System Established	• Development of CBET curriculum for TVET Programmes • Train instructors on CBET curriculum • Equip training institutions with adequate and sufficient modern training materials and tools to enhance training capacity and improve quality in identified economic growth areas	• Number of TVET programmes that have introduced CBET • Number of trainers/instructors trained (annually) in competency-based instruction • Number of institutions/ programmes with adequate modern training materials/ tools
OP 4.1.2 Quality Assurance and Assessment System for TVET Established	• Develop requirements for recognizing prior learning • Establish a registration and accreditation system for TVET • Contribute to the establishment of the SQF including the formation of sector skills committees	• SHEC approved TVET accreditation system developed and in place • A Labour Market Information Unit (Observatory) established • Swaziland Qualifications Framework covering TVET issues in place

STRATEGIC OBJECTIVE 2: IMPROVE DELIVERY AND EFFICIENCY OF TVET		
OP 4.2 TVET Coordination Improved	• Facilitate the Coordination of TVET within MoET • Design and implement advocacy and communication strategy for improving the image, relevance, comparability, portability and parity of TVET, including PREVOC • Introduce mechanism to improve the implementation of part-time programmes in order to maximize utilization of TVET institutions • Engage the private sector/industry to provide support to TVET students and lecturers, i.e. internships, attachment of staff, sharing of equipment, identification of relevant training programmes	• A TVET Coordination Structure within MOET established • SCOT registered as a University of Applied Science and Technology • Number of Training Institutions with adequate training equipment • Number of stakeholders supporting TVET • TVET Enrolment rates • Legislation on the establishment and functioning/ operation of TVET institutions in place • An Employment and Training Fund (ETF) established
STRATEGIC OBJECTIVE 3: IMPROVE ACCESS AND EQUITY IN TVET		
OP 4.3 Equitable Access to TVET Expanded	• Increase the number of training opportunities with flexible entry requirements and/or recognizing prior learning • Expand provision of TVET institutions • Upgrade infrastructure in order to cater for SEN students	• Number of registered and accredited TVET providers • Number of scholarship extended to learners in public TVET Institutions • Number of new TVET institutions • Number of TVET Institutions that have expanded inclusive infrastructure.

4.5 Teacher Development and Management

OUTCOME	Teachers prepared for the transmission of knowledge, independent thinking and organizational skills to learners, and for the development of learners' personalities in preparation for their contribution to society
Outcome Indicators	IOC 5.1 Number of professional trainings/ developments for competencies of teachers IOC 5.2 Proportion of teachers in continuous job related self- development

Outputs	Main Activities	Output Indicators
STRATEGIC OBJECTIVE 1: IMPROVE THE QUALITY AND RELEVANCE OF TEACHER DEVELOPMENT AND MANAGEMENT		
OP 5.1 Quality of teacher training programmes in pre-service and in-service training strengthened, with a view to continuously improve the professional quality of teachers	• Request for upgraded posts for In-service Education and Training lecturers and fill the posts • Provide relevant PRESET and INSET training and learning materials (including Grade 0, SEN and ICT) for Teacher Resource Centers and Teacher Training institutions • Continuous Professional Development (CPD) for PRESET and INSET staff on school leadership/management, pedagogy, curriculum and other professional issues, particularly regarding competency-based education • Review, align and implement the pre-service curriculum to embrace competency-based education • Provide induction training to new secondary school head teachers in collaboration with Inspectorate • Provide continuous capacity building to head teachers and deputy head teachers on management and leadership • Provide in-service training for inadequately qualified teachers to develop their skills to effectively teach especially Science and Mathematics • Build capacity of Educators and relevant stakeholders on SEN Issues	• Percentage of INSET posts upgraded • Number of teacher trainees with access to relevant Teaching and Learning materials. • Number of trained INSET & PRESET staff on school leadership/management, pedagogy, curriculum and other professional issues, particularly regarding competency-based education • Number of qualified lecturers, particularly in science, mathematics, design & technology • Percentage of trained newly appointed secondary school head teachers • Percentage of trained head teachers and deputy head teachers on management and leadership

STRATEGIC OBJECTIVE 2: IMPROVE DELIVERY AND EFFICIENCY OF TEACHER DEVELOPMENT AND MANAGEMENT		
OP 5.2 Teacher Management System Improved	• Develop and adopt a teacher demand and supply system (projecting training requirements for school levels and subjects) • Capture information of all teachers electronically • Develop a strategy for the improvement of conditions of service for teachers who teach in remote schools, and lobby for its implementation	• Teacher Demand and Supply system in place • Strategic Plan for the improvement of conditions of service for teachers in remote schools in place
STRATEGIC OBJECTIVE 3: IMPROVE ACCESS AND EQUITY IN TEACHER DEVELOPMENT AND MANAGEMENT		
OP 5.3 Teacher Development and Management Expanded	• Clarify and strengthen the institutional positioning of the Teacher Development and Management Education within the MoET organogram • Improve existing infrastructure, i.e. renovate existing TRCs and complete Sandleni TRC • Construct an in-service training center, in order to increase access to teacher training • Expand the infrastructure in teacher training institutions to increase intake and production of math, science, ICT and French teachers	• Revised MoET organogram • Number of TRCs renovated • Number of in-service centres in place

4.6 Higher Education

OUTCOME	Graduates prepared as highly qualified personnel to contribute to socio-economic development	
Outcome Indicators	IOC 6.1 Level of preparedness (knowledge) and competencies among graduates of higher education institutions IOC 6.2 Volume of official development assistance flows for scholarships	
Outputs	**Main Activities**	**Output Indicators**
STRATEGIC OBJECTIVE 1: IMPROVE QUALITY AND RELEVANCE OF HIGHER EDUCATION		
OP 6.1.1 Strategic Plans and Statutes for Higher Education Institutions Implemented	• Develop a clear, comprehensive and integrated higher education policy, inclusive of all institutions (public and private) • Develop and implement a research policy for knowledge generation and socio-economic development • Review, develop and implement strategic plans in all H.E. institutions (including staff capacity development), inclusive of all institutions (public and private) • Facilitate the transformation of Ngwane Teacher Training College, William Pitcher Teacher Training College and Swaziland College of Technology into Universities.	• Higher Education Policy in place • Research policy in place • Strategic plan Reports for Capacity development in place
OP 6.1.2 Swaziland Qualifications Framework (SQF) aligned to the SADC Qualifications Framework	• Develop and Implement the SQF • Develop SQF Regulations • Align the SQF to the SADCQF • Establish and operationalize a system of quality assurance	• SQF in place

OP 6.2.1 Mode and Basis of Participation in all Higher Education Programmes Widened	• Contribute to the implementation of the Pre-Service Tertiary Education & Training Loan Policy, also in order to eliminate inequalities regarding OVCs, gender, SEN • Strengthen and expand higher education institutions • Develop an "open and distance learning" policy for retraining and re-skilling those already at work • Facilitate the accreditation of in-service training courses	• Number of Higher Education Institutions • Number of accredited Training centers
OP 6.2.2 Credit Accumulation and Transfer System (CATS) Established	• Develop and Implement the Credit Accumulation and Transfer System	• Credits and Transfer System in place

OP 6.3 Linkages between higher education institutions and industry/labour market employers increased and made more efficient and effective	• Contribute to in-depth labour market studies to inform priority areas of training in collaboration with relevant ministry, including skills surveys (by employment sector and skills type) • Conduct stakeholder meetings in order to continuously engage with employers, especially the private sector • Develop and implement a plan for H.E. institutions to conduct relevant tracer studies according to agreed-upon priorities • Develop partnerships with industry in order to run study courses which combine theoretical training at a H.E. institution and practical training conducted at the industrial partner company (referred to as learnerships)	• Number of Leaners engaged in Industry for learnerships • Number of stakeholder meetings conducted

4.7 Non-Formal Education (NFE) and Life-long Learning (LLL)

OUTCOME	Out-of school children and youth, as well as adults, empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education
Outcome Indicators	IOC 7.1 Number of adults showing motivation in the development of professional skills, educational levels and personal interests
	IOC 7.2 Number of adults actively employed or self-employed after acquiring NFE
	IOC 7.3 Number of adults accessing adult education
	IOC 7.4 Level of quality of life ("well-being") of those adults who underwent training in the system of adult education

Outputs	**Main Activities**	**Output Indicators**
STRATEGIC OBJECTIVE 1: IMPROVE DELIVERY AND EFFICIENCY OF NFE & LLL		
OP 7.1 Provision of NFE and LLL harmonised and regulated	• Develop Guidelines for NFE/LLL • Develop a Directory of NFE/LLL Institutions • Secure approval/ endorsement of Sebenta National Institute Bill by Parliament • Develop an Assessment and Accreditation Framework for NFE/LLL • Develop an EMIS for Adult and NFE • Engage ECOS on the introduction of an inclusive examination for primary education (catering for both formal and non- formal) • Activate the national education council	• NFE/LLL Policy in Place • Directory of NFE/LLL Institutions • SNI Act in place • Guidelines on Assessments and accreditation of NFE in place • Data Collection tool on NFE/LLL in place • Number of qualified non-formal education staff
STRATEGIC OBJECTIVE 2: IMPROVE ACCESS AND EQUITY TO NFE & LLL		
OP 7.2 Access to Non-Formal Education and transition to higher levels of education (both formal and non- formal) improved	• Increase awareness on the importance of Non-Formal Education (including the attainment of basic literacy) in the country • Build capacity of facilitators to improve delivery of NFE curriculum	• Number of Rural Education Centers • Number of facilitators trained, certified and engaged in participatory approaches • Reviewed basic literacy curriculum in place

	• Increase the number of schools engaged in Non-Formal Education • Resuscitate and increase the number of study centres for non- formal secondary education (Second Chance Education) • Increase the number of face-to-face sessions for learners in non-formal secondary education. (Facilitate the transition of SNI NPE graduates to Non- Formal Secondary Education) • Increase number of Rural Education Centres	• Transition rates of SNI NPE graduates • Number of qualified registered NFE/LLL teachers • Number of awarded appropriate and recognized certificates for NFE/LLL courses

STRATEGIC OBJECTIVE 3: IMPROVE QUALITY AND RELEVANCE OF NFE & LLL

OP 7.3 Quality of Non-Formal Adult Education programmes consistently improved, also empowering Illiterate adults	• Review/develop and implement non-formal education modules to enable learners studying at their own pace • Review/develop and implement flexible low-threshold non-formal modular courses for attaining vocational skills to improve employability • Respond to cross-cutting issues (e.g. CSTL, HIV/AIDS, SEN, Gender, ICT, Non-Communicable Diseases) and integrate these aspects into NFE programmes • Capacitate facilitators/ Tutors on subject knowledge and non- formal education methodologies in line with the NFE curriculum and the NFE modules • Review Teaching and Learning Materials to meet current needs for Learners • Expand Existing Curriculum for Non Formal Secondary education to align with Formal Secondary education curriculum • Review Basic Literacy curriculum materials to address current learner's requirements	• NFE modules reviewed and Finalized • Number of trained facilitators/ tutors • Number of learners enrolled in NFE • Number of NFE/LLL learners sitting for external primary school examinations • Number of learners transiting to TVET courses • **All schools implementing the CSTL Programme:** Proportion of schools with access to a) electricity, b) internet for pedagogical purposes, c) computers for pedagogical purposes, d) adapted infrastructure and materials for students with disabilities e) basic drinking water f) single sex basic sanitation facilities g) basic hand washing facilities

4.8 Cross Cutting Issues

OUTCOME	**All stakeholders in the educational system supported in an inclusive manner and in accordance with their specific requirements and/or talents, for them to adequately participate in education, also benefitting from the latest available technologies**
Outcome Indicators	IOC 8.1 Level of interaction among all the participants of the educational process (teachers, students, parents and community), State and non-governmental institutions in the interest of all youth and children
	IOC 8.2 Level of educational readiness of children and youth with SEN in relation to the requirements of Eswatini educational standards
	IOC 8.3 Degree of integration of children and youth at risk (SEN, OVC) into society
	IOC 8.4 Level of accessibility of the system of continuous education for children and youth at risk (SEN, OVC)
	IOC 8.5 Level of tolerance of society (perceptions of society including decision-makers) towards marginalised/ disadvantaged population groups, in the area of education and also other spheres of life
Outputs	**Main Activities**
OP 8.1 Participation and educational attainments of children with special educational needs (SEN) at all levels of the education system significantly improved	• Strengthen the SEN Unit through the provision of specialized human resources • Develop norms and standards (index) for SEN and inclusive education • Implement the strategy on Early Identification and Intervention (EII) for children with special needs and disabilities • Modify infrastructure in selected schools to ensure access for learners with special educational needs

Output Indicators

- Children with SEN enrolled
- Number of distributed Teaching and learning materials for SEN
- Number of trained personnel on SEN issues
- Number of schools with inclusive infrastructure

Objective / Activities	Indicators
OP 8.2 ICT in all sectors of the education system introduced • Introduce ICT as a subject in the Junior Secondary Curriculum • Conduct continuous professional development workshops for ICT teachers • Increase the number of ICT teachers post in secondary schools • Provide the basic infrastructure required for introducing ICT in the education sector including computer laboratories, hardware/software, internet bandwidth • Improve inclusive teaching and learning in schools through integration of ICT with special focus on special education needs	• Number of Trainings conducted • ICT syllabus in Primary schools in place • Number of Schools with basic infrastructure for ICT teaching • Number of ICT teachers
OP 8.3 Concept of Care and Support to Teaching and Learning (CSTL) integrated at all levels • Mainstream life skills (i.e. HIV/AIDS, health promotion and career guidance) in the primary curriculum with each learner receiving age-appropriate gender-sensitive information and skills • Monitor life skills curriculum at secondary school level • Document the best practices of the CSTL programme • Scale up CSTL to Secondary education level • Extend the CSTL programme to tertiary, with emphasis on all essential service pillars (i.e. safety & protection, health, food security, water & sanitation, care & support for every child) • Advocate for the alignment of policies related to Care and Support to the SADC CSTL Policy Framework • Capacitate teachers on LSE using e-learning platform • Mobilize the support of the participation of OVC at all levels of education • Strengthen research in the education sector to inform decision and plans (knowledge management) • Support learners to make career choices	• Number of OVCs supported • Number teachers trained on LSE • CSTL M&E Framework integrate with the EMIS • Number of Tertiary institutions offering CSTL Programmes • Number of secondary schools Implementing the CSTL concept • Number of Primary school learners receiving age appropriate, gender sensitive information and skills

CHAPTER 5: CAPACITY DEVELOPMENT PLAN

5.1 Capacity Development for Education and Training Sector in Eswatini

The Government of Eswatini realizes that the strengthening of capacities within the education sector is very critical for improved service delivery. The MoET acknowledges the need for capacity development in order to be able to lead the education and training sector and to meet its key responsibilities, which are as set out in the Ministry's Mission Statement and Vision. Capacity development is one of the critical aspects to be addressed for the successful implementation of the NETIP II.

The MoET with the support from partners will work towards strengthening the capacity of the education sector in line with the strategic objectives of the NETIP II which attempts to address challenges faced around issues of access, equity, quality, relevance, improved delivery and efficiency.

The strengthening of the capacity of the MOET through the review of the organizational structure and reporting systems is of high priority. This is important for the smooth implementation of the NETIP II to be ensured. This is also for the clarification of roles and responsibilities.

The capacity building plan seeks to address the following questions:

- To what end do we need to develop this capacity? What will be its purpose?
- Whose capacities need to be developed? Which groups or individuals need to be empowered?
- What kinds of capacities need to be developed to achieve the broader development objectives?

5.2 Goal of Capacity Development

The goal of capacity building is to facilitate individual organisational learning which builds social capital and trust, develops knowledge, skills and attitudes and when successful creates an organisational culture, enables organisations to set objectives, achieve results, solve problems, create adaptive procedures which enable them to survive in the long run.

5.3 Tabulation of Capacity Development Needs for Education and Training Sector

As part of the capacity development programme for NETIP II, concerted effort by government and its development partners (including Non- Governmental Organizations) shall be made during the implementation period to build the requisite capacities as presented in the table below.

Note 1: Significant and numerous capacity building inputs have already been included in the previous chapters, throughout all the various sections, and all these various NETIP section inputs are not repeated here.

Note 2: The following details of immediate additional required capacity building over the next three years were received from, and were prioritised by, the respective Head of Departments and Sections. Due to the limited timeframe, it was not possible to carry out a full Training Needs Analysis

Note 3: The NETIP II capacity building programme is only limited to short term training. Long-term in- service training outside Eswatini will be handled in line with the Ministry of Public service (MoPS) procedures. Long –term training refers to a 1 year to a 4-year long-term programme. MoET staff

members are selected each year by MOPS, from a list of nominees in the MoET Training Plan to attend training. A full Training Needs Analysis and Plan (including both long and short – term training will be prepared annually by the MoET Human Resources Department and submitted to MoPS for funding.

Table 5: Capacity Development Needs for Education and Training Sector

Capacity Building Area	Description of Activities entailed	Implementation (who takes responsibility)	Outputs and Indicators
Principal Secretary	General management and leadership	Minister	Training delivered to 1 person, 2 weeks in 2018/19 and 2 weeks in 2019/20
Director of Education	Financial Management Training	PS	Training delivered to 1 person, 2 weeks in 2018/19 and 2 weeks in 2019/20
Under Secretary	Management Training, including administration of diverse groups with diverse needs, analyzing situations and responding promptly, case management investigation skills, and counselling skills	PS	Training delivered to 2 people, 2 weeks in 2018/19 and 2 weeks in 2019/20
	Conflict management, communication skills, inter-personal skills, research and analytical skills, introduction to law, legal drafting	PS	Training delivered to 2 people, 2 weeks in 2018/19 and 2 weeks in 2019/20
MoET Senior Staff	Communication and Information Strategy for primary education reforms and for FPE	Director of Education	As provided by EU FA for SET II
	NQF-aligned management development course delivered to 30 senior MoET staff	Director of Education	As provided by EU FA for SET II
	5 MoET staff trained in Competency Based Education and Training (CBET) through development of NQF registered standards and accredited courses.	Director of Education	As provided by EU FA for SET II
	10 senior MoET staff trained in Monitoring and Evaluation	Director of Education	As provided by EU FA for SET II
	NQF aligned course on National Qualifications Framework (NQF) functions (standards setting, curriculum development) delivered to senior MoET staff.	Director of Education	As provided by EU FA for SET II
Sector Coordination	Implementation of NETIP: management, evidence-based policy making, sector-wide approaches, monitoring and evaluation, and other relevant issues, undertaking annual assessments of NETIP implementation.	EMIS	As provided by EU FA for SET II
MoET, Finance Department	Advanced training in budgeting and finance	US-Admin	Training delivered to 4 senior finance staff, 1 week in 2018/19 and 1 week in 2019/20
MoET, Planning Unit	Implementation of NETIP: 5 MoET Planning Unit staff trained in production of reports to support sub-sector implementation of NETIP	PS	As provided by EU FA for SET II
	Policy development and project management, preparing education sector strategic plan, sub-sector plans, programmes and projects	PS	Training delivered to 4 MoET Planning Unit staff, 1 week in 2018/19 and 1 week in 2019/20

	Financial Management and Budgeting in Education, resource mobilization skills and techniques	PS	Training delivered to 4 MoET Planning Unit staff, 1 week in 2018/19 and 1 week in 2019/20
	Using indicators in the planning of basic to higher education, Projections and simulation models, Monitoring and Evaluation, Statistical Software	PS	Training delivered to 4 MoET Planning Unit staff, 1 week in 2018/19 and 1 week in 2019/20
	School mapping, planning and preparedness of education in emergencies	PS	Training delivered to 4 MoET Planning Unit staff, 1 week in 2018/19 and 1 week in 2019/20
MoET, INSET Department	General Management Training, including strategic management, pro-active management, project formulation and management, records management, purchasing and supply management, effective reporting and minutes writing.	Director Education	Training delivered to 20 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
	Personnel Management Training, including human resource management, computer-assisted human resource planning, instructional supervision and evaluation	Director of Education	Training delivered to 20 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
	Financial Management Training and Budgeting, including resource mobilization skills and techniques	Director of Education	Training delivered to 20 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
	Training in Quality of Education, including managing innovation in schools, philosophy of classroom management, competency-based education and training, teaching and learning skills, learning new teaching strategies, understanding how children learn, Strengthening professional ethics, Designing effective education programmes for in-service teacher professional development.	Director of Education	Training delivered to 20 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
MoET EMIS staff	ICT: 5 EMIS staff trained in educational data analysis, in IT systems design, programming and server administration.	Director of Education	As provided by EU FA for SET II
MoET, Guidance and Counseling Department	Psycho-social skills, psych-socio support training, inter-personal skills and counselling skills, gender links training.	Director of Education	Training delivered to 12 staff, 1 week in 2018/19 and 1 week in 2019/20
	Life skills, guidance and counseling, and mitigation and prevention of HIV prevalence training, for 830 school-based guidance officers	Director of Education	Training delivered to 830 school-based staff, 1 week in 2018/19 and 1 week in 2019/20
MoET, Human Resource Department	Records management, data skills and computer skills, administration management, supervisory skills	Director of Education	Training delivered to 30 staff, 1 week in 2018/19 and 1 week in 2019/20
MoET, SEN Department	Psycho-social skills, inter-personal skills and counselling skills	Director of Education	Training delivered to 1 staff, 1 week in 2018/19 and 1 week in 2019/20
	Special education Lecturers: updating re SEN trends	Director of Education	Training delivered to 4 staff, 1 week in 2018/19 and 1 week in 2019/20
Teaching Service Commission	Human Resources Management, human resources systems, business management, records management, computing and ICT.	Director of Education	Training delivered to 33 staff, 1 week in 2018/19 and 1 week in 2019/20

Swaziland National Commission for UNESCO	Project planning and proposal writing, project implementation and management, project appraisal, project monitoring and evaluation	Director of Education	Training delivered to 2 staff, 1 week in 2018/19 and 1 week in 2019/20
Swaziland Skills Centres	Advanced technical skills training	Director of Education	Training delivered to 10 staff, 1 week 2018/19 and 1 week in 2019/20
NETIP Programme Management Unit	Implementation of NETIP	Director of Education	Training delivered to 2 staff, induction, 1 week in 2018/19
National Qualifications Framework Department	New NQF Department – induction training	Director of Education	Training delivered to 2 staff, induction, 1 week in 2018/19
	Support staff: inter-personal relations, customer care, delegation, work ethics, at SIMPA	Director of Education	Training delivered to 75 staff, 1 week in 2018/19 and 1 week in 2019/20
	Secretarial Cadre: computer skills enhancement, in Word and Excel	Director of Education	Training delivered to 65 staff, 1 week 2018/19 and 1 week in 2019/20
Regional Education Officers and Regional Inspectors	Strategic Human Resource Management and Organisational Development, including Introduction to Management, Time and Productivity Management, Strategic Management for School Managers, Performance Improvement for Supervisors, and Corporate Governance.	Director of Education	Training delivered to 12 staff, 1 week in 2018/19 and 1 week in 2019/20
	Business Management and Information System, including Records and Information Management, ICT, Organizational Financial Planning and Cost Control, and Fraud Prevention and Corruption Control.	Director of Education	Training delivered to 12 staff, 1 week in 2018/19 and 1 week in 2019/20
	Other Management, including Managing Employee Relations, and Effective Clinical Supervision.	Director of Education	Training delivered to 12 staff, 1 week in 2018/19 and 1 week in 2019/20
National Curriculum Centre	Training in competency-based curriculum reform, including incorporating basic entrepreneurship skills, ECD issues, and an inclusive curriculum, for NCC staff and for members of panels and subject committees.	Director of Education	Training delivered to 80 persons, 2 weeks in 2018/19 and 2 weeks in 2019/20
	Developing an educational programme, giving and receiving feedback, assessment and evaluation, for 40 NCC staff.	Director of Education	Training delivered to 40 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
	The textbook publishing process, textbook review/evaluation techniques, and writing for children, for 40 NCC staff.	Director of Education	Training delivered to 40 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
	ICT skills training	Director of Education	Training delivered to 40 staff, 1 week in 2018/19 and 1 week in 2019/20
Examinations Council of Swaziland	Assessment and Diagnostic testing techniques	Director of Education	Training delivered to 20 staff, 1 week in 2018/19 and 1 week in 2019/20

	ICT skills training	Director of Education	Training delivered to 20 staff, 1 week in 2018/19 and 1 week in 2019/20
ECCDE Inspectors	Administration and management, monitoring and evaluation.	Chief Inspector of Primary Education	Training delivered to 9 staff, 1 week in 2018/19 and 1 week in 2019/20
	Child psychology, psycho-social support	Chief Inspector of Primary Education	Training delivered to 9 staff, 1 week in 2018/19 and 1 week in 2019/20
Primary Education	All head teachers receive training, to improve the management of primary schools	Chief Inspector of Primary Education	Training delivered for all head teachers,
	All elected chairpersons of school committees receive training, to improve the management of primary schools	Chief Inspector of Primary Education	Training delivered for all elected chairpersons of school committees,
	NQF aligned programme developed for Primary school head teachers and school committees	Chief Inspector of Primary Education	Training delivered for all Primary school head teachers and for elected chairpersons of school committees,
	NQF aligned programme developed NQF aligned programme developed and delivered to 90 Primary inspectors	Chief Inspector of Primary Education	Training delivered for 90 Primary inspectors
	NQF aligned INSET programme on new Primary education curriculum designed and delivered to 50 lead teachers who will facilitate training of 100% of teachers Grades 1 and 2 in 2015/16	Chief Inspector of Primary Education	Training delivered for 50 lead teachers
	Training for all Primary inspectors in management, leadership, monitoring skills, supervision skills, inspection, report writing, interpersonal and service delivery skills	Chief Inspector of Primary Education	Training delivered to 30 staff, 1 week in 2018/19 and 1 week in 2019/20
Secondary Education	Training for all Secondary school head teachers, on general management, human resource management, and financial management	Chief Inspector of Secondary Education	Training delivered to 230 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
	Training for all chairpersons of Secondary School Committees, on general management, human resource management, and financial management	Chief Inspector of Secondary Education	Training delivered to 230 persons, 2 weeks in 2018/19 and 2 weeks in 2019/20
	Training for all Secondary inspectors: professional: new trends in inspection, instructional leadership, human resource management, change management, strategic planning, benchmarking activities within and outside SADC (A Level, etc.).	Chief Inspector of Secondary Education	Training delivered to 40 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
	Training for all Secondary inspectors: administrative: financial management, policy formulation and interpretation, monitoring and evaluation, supervisory management, organisation of professional development activities (IDM/SIMPS/ESAMI).	Chief Inspector of Secondary Education	Training delivered to 40 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
TVET	Training for TVET lecturers / instructors: curriculum development, teaching skills, inter-personal skills	Director of Education	Training delivered to 40 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20

	Training for the TVET Directorate-induction training	Director TVET	Training delivered to 10 staff 1 weeks in 2018/19 and 1 weeks in 2019/20
	SCOT: Training for lecturers / instructors: curriculum development, teaching skills, inter-personal skills	College Principal	Training delivered to 40 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
	VOCTIM: Training for lecturers / instructors: curriculum development, teaching skills, inter-personal skills	College Principal	Training delivered to 30 staff, 2 weeks in 2018/19 and 2 weeks in 2019/20
Teacher Development and Management	All college lecturers: induction training: *"Institutional structure, rules and regulations, and procedures."*[20]	College Principals	Training delivered to 80 staff, 1weeks in 2018/19 and 1 weeks in 2019/20
	All college lecturers: basic skills training: *"Need successful completion of basic skills training in relevant field."*[21]	College Principals	Training delivered to 80 staff, 1weeks in 2018/19 and 1 weeks in 2019/20
	All college lecturers: training in education: *"aimed at equipping lecturers with basic education philosophies."*[22]	College Principals	Training delivered to 80 staff, 1weeks in 2018/19 and 1 weeks in 2019/20
	All college lecturers: specialised discipline training: *"further training in their specialised fields."*[23]	College Principals	Training delivered to 80 staff, 1weeks in 2018/19 and 1 weeks in 2019/20
	All college lecturers: other skills specific training: *"to strengthen defined areas of operation and innovations."*[24]	College Principals	Training delivered to 80 staff, 1weeks in 2018/19 and 1 weeks in 2019/20
	NQF-aligned training on the new curriculum for all trainee teachers (new teachers) included in college programmes	College Principals	Training delivered to NQF-aligned training included in teacher training curriculum
Higher Education	NQF-aligned training on the new curriculum for trainee teachers (new teachers	Director of Higher Education	Training delivered to NQF-aligned training included in teacher training curriculum
	Swaziland Higher Education Council – induction training	Director of Higher Education	Training delivered to 4 staff, 1weeks in 2018/19 and 1 weeks in 2019/20
Adult Education	MoET Department of Adult Education – induction training, introduction to management, project planning, proposal writing, computer driving license.	Director of Education	Training delivered to 2 staff, 1 week in 2018/19 and 1 week in 2019/20
	Sebenta: curriculum development, inter-personal skills, counselling skills	Director of Education	Training delivered to 25 staff, 1 week in 2018/19 and 1 week in 2019/20
	Emlalatini Development Centre: curriculum development, inter-personal skills, counselling skills	Director of Education	Training delivered to 20 staff, 1 week in 2018/19 and 1 week in 2019/20
All stakeholders	Communication and Information Strategy for primary education reforms and for FPE	Director of Education	Training delivered, as provided by EU FA for SET II, numbers not yet known.
	Communication and information strategy on NETIP	Director of Education	Training delivered

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[20] As specified in Schemes of Staff for the College Professional Staff Cadre
[21] As specified in Schemes of Staff for the College Professional Staff Cadre
[22] As specified in Schemes of Staff for the College Professional Staff Cadre
[23] As specified in Schemes of Staff for the College Professional Staff Cadre
[24] As specified in Schemes of Staff for the College Professional Staff Cadre

CHAPTER 6: NETIP II IMPLEMENTATION & INSTITUTIONAL ARRANGEMENTS

The NETIP implementation, evaluation and monitoring framework provides the Ministry, and stakeholders with tools to achieve the sector goals. In order to deliver efficiently and effectively, there is a need to have the right institutional architecture (structure and functions) in place along with staff that has the right knowledge and skills and the resources to be able to carry-out their functions in a timely manner.

The institutional architecture covers the roles, responsibilities and accountability of the Ministry of Education and Training, Regional Education Offices and partners. In light of national commitments (SDG4 in particular), national aspirations and sector goals calls for the review of institutional management arrangements and an organizational structure, in order to ensure that they are fit for purpose. As part of this, there is a need to address the needs and capacities of staff who are engaged in leadership, management, supervision, administration and financial management in order to improve efficiency and effectiveness in service delivery.

6.1 NETIP II Implementation Structure

The executing agency for NETIP II will be the Ministry of Education and Training (MoET). The MoET will initially appoint a NETIP Steering Committee, to be chaired by the Director of Education, comprising of the Component Heads, REOs, other line Ministries, and selected external representatives. The Steering Committee will oversee the work done by the eight (8) sub- sectors and periodically report on progress achieved to the Ministry management. It will meet at least quarterly, to review the progress of the NETIP, and to decide on priorities and strategies for progress.

Each sub- sector will have a technical working team comprising of five (5) people. The members of the technical working team will be appointed by the sub-sector head and the team will have representation of all stakeholders in the sub- sector. The sub- sector will report progress achieved and challenges encountered to the Steering committee through their Component Head.

The Education Planning Unit will provide secretariat services to the NETIP II Steering Committee and sub-sector technical working groups. This unit will be the custodian of the NETIP II document and all other NETIP II knowledge products/ instruments. Their responsibility will not only be limited to taking minutes during the Steering Committee meetings but will involve monitoring the implementation of the NETIP II. Specifically, their role will include, preparing instruments for monitoring implementation of planned activities, collecting information/data, organizing quarterly meetings for the various sub- sectors, organizing quarterly meetings for the Steering Committee, preparing reports on progress achieved and challenges faced as well as organizing the annual joint sector review meetings. They will act as a link between the Steering Committee and the various sub- sectors. Together with EMIS they will periodically provide feedback on the progress achieved under NETIP II to the Local Education Group (LEG) or any other bodies as required.

The Principal Planning Officer (PPO) shall be the focal person for all NETIP II activities. The PPO together with the LEG Coordinator will oversee the NETIP II implementation, and will maintain information exchange and interaction with the Steering Committee and sub- sector technical teams on a regular basis. In addition, they will ensure that all stakeholders are well represented in all meetings. Furthermore, they will also liaise with development partners to promote coordination and complementarity in programme and/or project activities.

6.2 NETIP II Management and Monitoring

6.2.1 Monitoring and evaluation

Monitoring needs to be carried out periodically in order to track progress. Monitoring and evaluating the results of the plan's implementation is equally important to justify the use of the public investment in the sector. Given that some of the funds will come from external sources it is important that the education sector be held accountable not only to society, through Parliament and other channels, but also to international partners who support the sector, and who in turn, must also report back to their constituents.

The monitoring and evaluation of the implementation of the NETIP will be done at various levels, involving different players, and will be based on a set of agreed indicators and targets.

Progress of the NETIP II implementation will be monitored by making use of intended outcomes and outputs as described in full detail in the NETIP M&E framework (see chapter 4).

The monitoring of the management, technical and financial, will be ensured on a daily basis within the responsibilities of the Planning Unit, the Finance department of the MOET and the beneficiary(ies).

The Steering Committee with the support from the Planning and EMIS Units will develop the tools of management control to monitor and control the progress of the NETIP II activities. This will be done through selected indicators, including crucial indicators to measure performance. Each structure or department involved in the implementation of any component of the NETIP will be part of the reporting system as provider of information.

Sub- sector technical working committees will meet on a quarterly basis to report on progress achieved and find solutions to any constraints or barriers of implementation. These meetings will be coordinated by the Local Education Group Coordinator and the Planning Unit. The duration of the NETIP II implementation is 36 months (nominal) for the entire programme starting from the date of the adoption of the NETIP II document by education and training stakeholders.

6.2.3 Oversight Monitoring and evaluation of the sector's performance

The NETIP II forms part of the National Development Plan (NDP). Monitoring and evaluating sector performance is one of the responsibilities of the Ministry of Economic Planning and Development (MEPD). So, at National level, the performance of the sector will be assessed with regards to how the NETIP II has been implemented. The MEPD will select indicators to monitor and evaluate over the medium term and MoET will be expected to provide reports on progress achieved on a regular basis.

6.2.4 Joint Sector Reviews (JSR)

The Joint Sector review (JSR) meeting will be held annually (June/ July). The JSR meeting will bring together all key stakeholders involved in the development, implementation and monitoring of the NETIP II. The purpose will be to review sector progress and challenges with regards to NETIP II implementation, to provide a platform for discussion of key issues or establishing a dialogue agenda for the following years.

The discussions will be based on the NETIP II operational plan which identifies the priority actions to be implemented within sector programmes. Against this operational plan, the sector will monitor on an annual basis, the implementation of priority actions, and their impact in terms of achieving the sector's main objectives. In the context of the joint annual sector review meetings, the MoET will produce an annual report on the progress made in terms of the realisation of the sector's strategic objectives, as well as the implementation of priority actions appearing in the operational plan.

The main sources for monitoring progress are the sector's statistical data, reports and the internal appraisal. Every year (n), an appraisal of the sector's progress in the previous year (n-1) will be produced, with recommendations for the following year (n+1). The recommendations will be backed by study tours/ visits to education facilities, inspections, studies, research, and so forth.

The expectation is that the JSR meetings will achieve the following;

- Discussion of specific areas by Thematic/ Working Groups leading to the proposal of new strategies or solution to existing challenges;
- Reaching consensus on the main strategies to improve sector performance;
- Increasing the Ministry's strategic capacity;
- Better coordination between MoET and its cooperating partners.

An external evaluation will be conducted in the last year of the NETIP II implementation, in order to verify the level of implementation and the effectiveness.

6.3 NETIP Reporting

The Education Planning Unit and EMIS will produce and submit to the Steering Committee:

- An Annual Work plan for the monitoring of the NETIP II, outlining the activities to be undertaken and milestones. This will cover activities of the steering committee, sub- sector technical working committees including joint sector review meetings.

- Brief quarterly progress reports will be submitted (both by e-mail and in hard copy) through the Chairperson (Director of Education), summarizing sub- sector activities, progress, issues, and constraints. The Steering Committee will present that report to the Ministry management.

- A final report summarizing the achievements, issues, lessons learned, and next steps will be presented and shared with stakeholders during the Joint Annual Sector Review Meetings.

In each case, all draft reports will be subject to revision, and re-submission after amendment, where necessary.

Sub- sector technical leaders or experts will produce reports on their respective sub- sector activities, to be incorporated in the quarterly progress reports and final reports. The NETIP II quarterly progress report will be submitted to the Steering Committee at the end of each quarter and presented to the Principal Secretary and the Minister at least two weeks after the end of the quarter. MoET will share all reports with other development partners, and other concerned agencies. These will be disseminated through meetings, media interviews (where necessary), and via the MoET website.

6.4 NETIP II Budget Summary

The operational schedule of the programme, sub-programmes and yearly and total related cost is planned as follows, in Emalangeni:

Table 6.1: NETIP II summary budget by sub-sector

Activities	2018	2019	2020	TOTAL
Area 1: ECCDE	14 595 643	19 513 076	28 135 980	62 244 700
Area 2: Primary education	30 633 256	40 020 539	42 957 833	113 611 628
Area 3: Secondary education	61 356 285	64 159 217	99 428 967	224 944 469
Area 4: TVET	7 702 500	8 504 671	7 279 500	23 486 671
Area 5: Teachers education	9 668 598	1 162 650	87 900	10 919 148
Area 6:Higher education	1 196 625	2 475 800	1 202 875	4 875 300
Area 7: Non-formal adult education	1 742 734	4 818 307	1 027 234	7 588 275
Area 8: Cross cutting issues: ICT	689 600	720 000	778 400	2 188 000
CSTL	678 825	1 053 950	313 950	2 046 725
SEN	2 496 320	2 985 939	670 628	6 152 887
Contingencies	11 768 435	13 087 273	16 369 494	41 225 202
Total Budget	**142 528 821**	**158 501 422**	**198 252 761**	**499 283 005**

Secondary education is being prioritized in the plan period and this is evidently shown in Table 12 and Figure 6.1 below. Moreover, Figure 6.1 shows that ECCDE has also received adequate priority which will foster the process of attaining quality basic education in the preceding sector plan. On the same figure, it is evident that higher education received the lowest budgetary allocation. However, this does not imply least priority focus but this allocation will facilitate the development of the qualification framework as well as assist in the roles and responsibilities of SHEC.

Figure 6.1: NETIP II summary budget by sub-sector
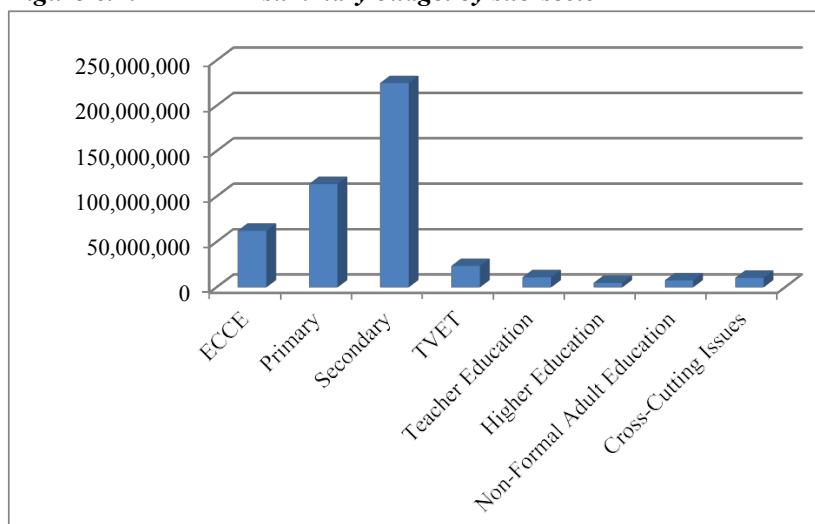
The largest proportion of the budget is allocated to providing infrastructure and facilities and this is shown in Table 6.2 below.

Table 6.2: NETIP II summary budget by item code

Costs by item code (Emalangeni)	2018	2019	2020	Total
CTA vehicle Charges	0	101 920	0	101 920
Personnel Costs	15 516 918	16 916 208	8 259 082	40 692 208
Travel, Transport and Communications	675 000	808 500	180 000	1 663 500
Professional and Special Services	6 749 325	5 674 565	2 557 755	14 981 645
Consumable Materials and Supplies	20 949 000	27 755 000	35 750 500	84 454 500
Durable Materials and Equipment	18 187 000	17 256 500	17 921 000	53 364 500
Grants and Subsidies - Internal	1 112 500	1 799 050	910 000	3 821 550
Capital	67 570 643	75 084 406	116 086 930	258 741 980
Total all item codes	130 760 386	145 414 149	181 883 267	458 057 803
Contingency budget	11 768 435	13 087 273	16 369 494	41 225 202
Total Costs	142 528 821	158 501 422	198 252 761	499 283 005

In this improvement programme, special focus has been placed on infrastructural development with special emphasis on inclusive structures. This is explained by capital projects accounting for more than 52% in this medium term as evidently shown by figure 6.2 below. In addition, equipment and furniture, which consists of essential learning material, also take priority in this improvement programme as it accounts for about 30% of the total budget over the three year period.

Figure 6.2: NETIP II summary budget by item code
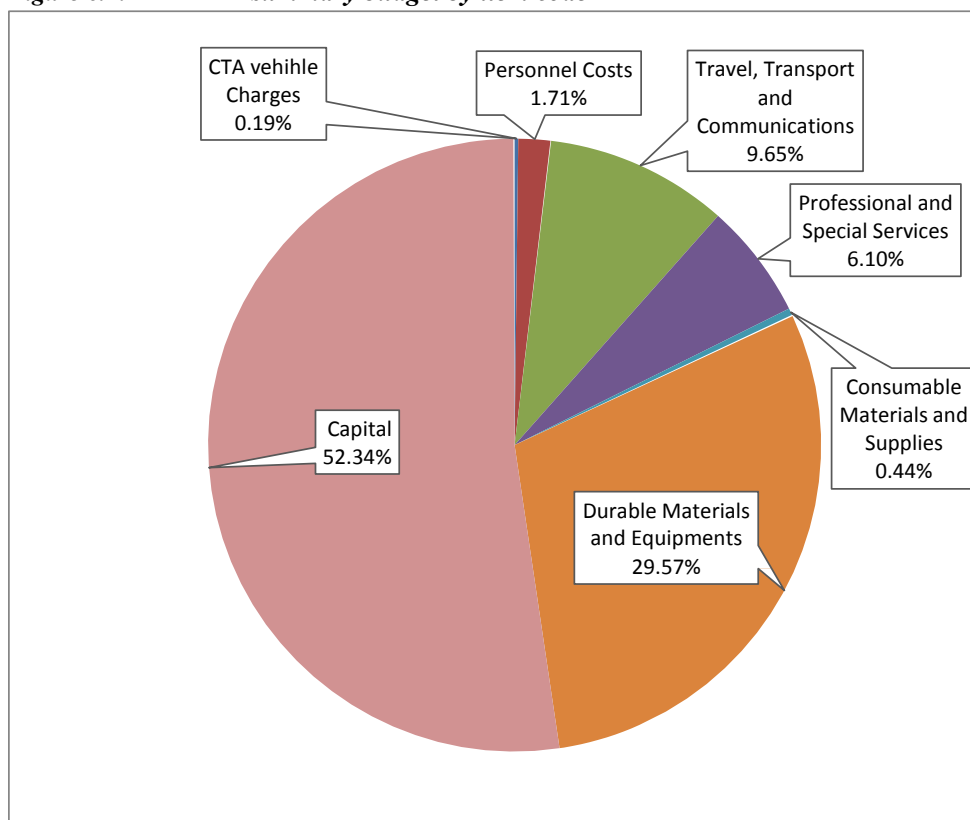
6.5 Planning and Budgeting

The preparation of sub- sector/ programme annual plans and budgets should be based on the NETIP II operational plan and funds allocated according to the approach of programming per level of education. Planning of activities and the respective budget for the following year entails a preparation process, which begins with an analysis of activities carried out during the previous and current years. The Medium term expenditure Framework (MTEF) tool will be used to budget for the sector.

6.6 Financing Modalities

The NETIP II budget is considered as a whole and is supported financially through various sources: (i) internal funds, financed through tax revenues and direct support to the government budget; (ii) external funds, which includes bilateral projects and contributions from the different cooperating partners; (iii) revenue generated by schools and institutions (through direct contributions by parents and guardians in the form of school fees (for post Primary Education), income from school production, etc.); and, (iv) private sector (as provider or other) and community

contributions (through contributions in kind such as construction and maintenance of classrooms, housing for teachers etc.)

6.7 Internal funding

Internal funding sources, finance the majority of education sector's expenditures (approximately 12% in 2018/19). A considerable part of the internal investment budget finances the Government's contribution to bilateral investment projects that still require the government's contribution.

6.8 External funding

The contribution from external funding sources is estimated at approximately 88% of the 2018/19 NETIP II budget. Currently, external financing for the sector is unpredictable as coordination of financial support to the sector is almost no- existent. In addition, the external funding is off- budget and a bulk of it is at school level. There is need to increase the sector's internal capacity related to mobilization of resources, financial management, including the procurement and preparation of annual plans and budgets.

Most of the technical and financial assistance provided by development partners, NGOs and the private sector, continue to be directed at Primary Education leaving other sub- sectors with very little external financing.

6.9 Own revenue (monetary or in-kind)

The government has adopted a policy of Free Primary Education (FPE) for all and therefore, no payments and/or school fees are charged for this level of education. The State provides books and direct support to schools in order to guarantee their operation, and is also responsible for purchasing teaching and learning materials. FPE does not mean that parents or families are prohibited to provide voluntary contributions to finance the schools. These contributions are encouraged, but they should not become obligations or conditions for children's access to school.

Post-Primary Education is not state funded, which means that payments and/or school fees are charged. These amounts are considered own revenue and must be reported on according to the Schools Accounting Rules and Regulations of 2015. School production is encouraged as a means of increasing own revenue, particularly for schools offering practical subjects and Prevocational Education.

All revenue (monetary or other) must be accounted for at the school level, and reflected in the budget and activity plans. This information must be available to the public in order to ensure proper and transparent management.

6.10 Private sector contribution

The Ministry made slight but important progress in terms of strengthening partnership with the private sector during the implementation of NETIP I (2013/14 -2015/16), particularly with regards to infrastructure projects and strengthening the teaching of mathematics, science and ICT in Schools. Amongst the many initiatives, the private sector contributed to education development by providing infrastructure such as classrooms, toilets, feeding kitchens, and fencing, water

facilities (e.g. water tanks), teaching and learning equipment and school materials, as well as sponsoring some educational activities. Some private sector organizations supported the education sector by providing bursaries or payment of education fees. However, it is worth noting that these are mostly channelled towards primary education and are not reported and recorded by the MoET.

The role of the private sector in education is very important and needs to be encouraged in the coming years. There is a need for the Ministry to explore the possibility of tapping into the Corporate Social Investment (CSI) programmes of large enterprises to benefit the under- funded sub- sectors in the education sector. For this to be possible, there might be a need to look at incentive packages to encourage the private sector to invest or support education. Furthermore, there is a need to strengthen partnership that exist between the Ministry/ departments in education such as TVET and Higher Education with a view to establishing better linkages between Education and the employment sector. This will contribute to training that is more relevant to the economy and, at the same time, promoting better integration of students and graduates into the economy's formal sector.

The success of the NETIP II implementation will be determined by the following:

- The preparation of sub- sector/ programme annual plans and budgets. These should be based on the NETIP II operational plan and funds allocated according to the approach of programming per level of education. Planning of activities and the respective budget for the following year entails a preparation process, which begins with an analysis of activities carried out during the previous and current years;
- Increased decentralisation of responsibilities (mandates) of various stakeholders in the management and implementation of the sector's programmes;
- Guaranteed financing through State and external partners' (national and international) funds, contributions by communities, parents and guardians;
- Effective and continuous monitoring and evaluation and assessment of impact at schools level or on the performance of learners.

Implementation also depends, above all, on the commitment of all education sector stakeholders. This implies a shared understanding on the sector's vision, mission, priorities and strategies for the coming years. In this context, development of a strategy for communicating and disseminating the NETIP II document will be crucial.

CHAPTER 7: ASSUMPTIONS AND RISKS

The analysis of the sector's performance, over the last few years indicates strengths that may create a range of opportunities for the coming years. Based on these, assumptions have been made and presented in this chapter. Potential risks have also been pointed out. Risks refer to some factors that could have a negative impact on the implementation of this NETIP II, which must be monitored over the implementation period. The assumptions and risks identified in table 7.1 below may have positive or negative impact on the performance of the sector in the medium term (2017/18 to 2019/20).

Table 7.1 Assumptions and Risks

Assumptions	Risks	Estimated Level of Risk
NETIP II is endorsed by MoET and Government	NETIP II is not so endorsed and, as a consequence, the education sector reform as projected in the NETIP II will not be implemented within the foreseen timeframe and the education system will not provide the skilled workers needed for knowledge-based economic growth.	Low
Political and economic stability in Eswatini	Political and economic instability will cause further delays in education policy development and adaptation of legal frameworks and regulations needed to fully implement the Education sector reform.	Low
HIV/AIDS pandemic does not further deteriorate	Further deterioration of the HIV/AIDS pandemic, leading to serious effects for the whole of the education sector, including very regrettable losses of students and of teachers	Low
That the Government of Eswatini will be able to maintain, and hopefully even increase, the pre-existing level of funding for the public education sector.	That the GoE will have to reduce its level of funding to the education sector," Like in previous years, domestic revenue collections fell short of financing Government operations in 2016/17"	Medium
That development partners and the private sector will sufficiently and in time contribute to the financing of the NETIP II, so that there will be no significant financing gap	Insufficient or delayed contributions from development partners will hamper the implementation of the education sector reform, and the Government will not be able to pursue the reform measures from the State budget only, so that access and equity will remain problematic and the system will not deliver the skills and competencies needed to improve productivity and competitiveness of the economy and combat poverty.	High

MoET will be able to allocate adequate financial and other resources for the implementation of the NETIP II.	MoET will not be able to allocate adequate financial and other resources for kick-starting the education reform needed to establish a knowledge-based economy. The lack of adequate national funding might be interpreted by development partners as indicating that the Government does not give the highest priority to education sector reform within the state budget, whereas reform is in the first place a national responsibility.	Medium
MoET will have the staff capacity to cope adequately with the complex implementation of NETIP II.	Without a robust programme management system and without adequate numbers of personnel with sufficient experience the implementation of NETIP II will be compromised	Medium
Present key MoET staff will remain in post (and so will not be transferred) for the duration of the implementation of the NETIP II.	The expertise and experience built by senior staff will be lost, thus reducing the efficiency, effectiveness and sustainable impact of the education sector reform process and implementation.	Low
The MoET team of inspectors, in particular, will have the capacity and resources to be able to cope with the many additional demands that will be placed on them.	The inadequate capacity and resources of the MoET team of inspectors will have a negative impact on the quality of the monitoring process, the reporting will not be at the required quality level and will not capture adequate assessment and recommendations.	Medium
The REO offices will have the capacity and resources to be able to cope with the many additional demands that will be placed on them	The REO offices will not have adequate capacity and resources to further actively support the institutions in their education and training reform process.	Medium
That the EMIS revises all its data collection instruments to adequately address National educational priorities and commitments(especially SDG 4 and SADC RISDP)	Inadequate capacity and resources for the EMIS to report on key national, regional and international commitments.	Medium
That sensitisation programmes and other measures will persuade the most disadvantaged families, especially in the Regional "pockets", that they should effectively participate in all the levels of education. Particularly increased access to ECCDE, Secondary, TVET and Tertiary levels	That the most disadvantaged families will not be so persuaded, leading to continuing non-enrolment in schools of many of the poorest children and those in the most remote rural areas.	High
That MoET is able to enforce its Repetition Rate policy (that Repetition should not exceed 5%).	That the present situation, whereby MoET is effectively unable to enforce its official Repetition Rate policy, will continue, and so the efficiency, cost- effectiveness and productivity of the education system will remain at too low a level in order to provide the right qualifications needed to meet the (future) labour market demands.	Medium
That trained lead Primary school teachers will facilitate the training of other Primary school teachers	Previous evidence suggests that this may not happen, thereby limiting the impact of training to the individual teacher level, rather than transferring newly gained knowledge and expertise to other	Medium

	colleagues and thus enhancing the quality of teaching at school level.	
That teachers trained on INSET courses apply the lessons learnt from such training courses in their subsequent teaching to children	International evidence shows that typically after attending INSET courses, many teachers return to their classrooms and continue to teach just as they did previously, with no significant change. This hampers a transfer of newly acquired knowledge and competencies to other colleagues and diminishes the impact at school level.	Medium
That adult learners, especially women, will be motivated to attend Adult Education and Lifelong learning classes, especially in basic numeracy and literacy	International evidence shows that many illiterate adults typically have low motivation or interest in attending basic literacy classes, unless these are directly linked to possibilities of income generation or food production.	Medium
That post-secondary institutions are willing and able to realign their programmes to more closely match the needs of Eswatini's national economy.	If post- secondary institutions will not so align their programmes more closely to match the needs of the national economy, current and future skills shortages on the labour market will continue to exist. This will reduce economic growth in particular in new and innovative economic sectors like Information Communication and Technology.	High
That HE institutions participate in reform of pre-service teacher training programmes.	Pre-service teacher training programmes and training provided remain predominantly knowledge-based rather than competency-based, which will impact on the quality of primary and secondary education. Shortages in particular subject areas will remain as before and efficiency and impact of training will remain low	Low
That the will be an increase the number of scholarships for higher education allocation	That the "fully recoverable scholarship loan scheme" will continue to not be implemented, resulting in a continuation of low number of students that enrol in higher professional and academic education, leading to insufficient numbers of graduates to address skills shortages needed to secure economic growth.	Medium
No external problems arising from climate or similar factors will disturb teaching and learning.	Climate change has brought about uncertain weather patterns resulting to frequent school damages due to storms	Low
That the NETIP II Steering Committee will receive strong and adequate assistance from the Planning Unit, SWAp, EMIS and the different education sub-sectors.	The Sub sector will not be cooperative thus leading to inefficiencies and the implementation of NETIP II	Low

ANNEX 1:Linkages between SDG 4 Goal and Targets with the National Education and Training Improvement Programme (NETIP II) 2018/19- 2020/21

SDG 2030 GOAL	SDG 4 TARGET	NETIP II STRATEGIC OBJECTIVE	NETIP II OUTPUT
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	SO1: IMPROVE QUALITY AND RELEVANCE OF PRIMARY EDUCATION SO 3: IMPROVE ACCESS AND EQUITY IN PRIMARY EDUCATION SO1: IMPROVE ACCESS AND EQUITY IN SECONDARY EDUCATION SO2: IMPROVE QUALITY AND RELEVANCE OF SECONDARY EDUCATION	OP 2.1 Competency-based curriculum at primary level implemented OP 2.3 Free Primary Education implemented and sustained OP 3.1 Access to secondary education expanded OP 3.2 Quality and Relevance of Secondary Education Improved
	4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	SO2: IMPROVE ACCESS TO QUALITY ECCDE SO 3:	OP 1.2 Equal access to ECCDE provided OP1.3

SDG Target	Strategic Objective (SO)	Output / Quality
	IMPROVE QUALITY AND RELEVANCE OF ECCDE	Quality and Relevance of ECCDE Enhanced
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	SO 3: IMPROVE ACCESS AND EQUITY IN TVET	OP 4.3 Equitable access to TVET expanded
	SO2: IMPROVE ACCESS AND EQUITY IN HIGHER EDUCATION	OP 6.2 Mode and basis of participation in all higher education programmes widened
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	SO2: IMPROVE ACCESS TO NAE & LLL	OP 7.2 Access to Non-Formal Education and transition to higher levels of education (both formal and non-formal) improved
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Cross Cutting Issues: All stakeholders in the educational system supported in an inclusive manner and in accordance with their specific requirements and/or talents, for them to adequately participate in education, also benefitting from the latest available technologies	OP 8.1 Participation and educational attainments of children with special educational needs (SEN) at all levels of the education system significantly improved
		OP 8.3 Concept of Care and Support to Teaching and Learning (CSTL) mainstreamed.
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	SO3: IMPROVE QUALITY AND RELEVANCE OF NAE & LLL	OP 7.3 Quality of Non-Formal Adult Education programmes consistently improved, also empowering Illiterate adults
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote		

sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Covered in all NETIP Strategic Objectives	Addressed in all outputs geared towards improving quality and relevance of education
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Outcome 8: Cross Cutting Issues All stakeholders in the educational system supported in an inclusive manner and in accordance with their specific requirements and/or talents, for them to adequately participate in education, also benefitting from the latest available technologies	OP 8.1 Participation and educational attainments of children with special educational needs (SEN) at all levels of the education system significantly improved OP 8.3 Concept of Care and Support to Teaching and Learning (CSTL) mainstreamed.
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	SO 2: IMPROVE ACCESS AND EQUITY IN HIGHER EDUCATION	OP 6.2 Mode and basis of participation in all higher education programmes widened OP 4.3 Equitable access to TVET expanded
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	STRATEGIC OBJECTIVE 3: IMPROVE ACCESS AND EQUITY IN TEACHER DEVELOPMENT AND MANAGEMENT	OP 5.3 Teacher education expanded

Annex 2: NETIP II Monitoring and Evaluation (M&E) Framework

The purpose of the M & E tables below is to facilitate the follow-up of the implementation of the NETIP II Strategic Objectives and Outputs and to provide the basis for the discussions during the annual education sector review meetings. The tables below have been produced based on the NETIP II Operational plan and Results Framework and consists of both qualitative and quantitative indicators. The purpose of this tool is to facilitate follow – up on the performance of all programmes in the NETIP II which will result in the achievement of the main outcomes as specified in NETIP II. The annual education sector review report, to be submitted at the review, should contain (i) the status of these indicators and (ii) comments about the likelihood to achieve the goals or the pace of reforms.

The main indicators to be monitored are as follows:

Quantitative Indicators

Programme 1: ECCDE

Indicator	Baseline (2016)	Target by 2021
Gross Enrolment rate (last grade of pre- primary/Grade 0)	No Information	All age eligible children
Gross enrolment in pre- primary education	78.1%	85%
Proportion of Appropriately Qualified Teachers by sex and location	No information	75 engaged by govt.
Proportion of Trained Teachers (received in –service training in the last 12 months)	200	400 trained teachers
Number of ECCDE centres monitored annually	120	240 centres
Number of ECCDE centres with feeding schemes	0	240 centres

Programme 2: Primary Education

Indicator	Baseline (2016)	Target by 2021
Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	No Information	To be informed by baseline

Indicator		
Enrolment Rate (NER)	94.5%	98%
Gender Parity (NER)	101.5%	1:1
Pupil: Teacher Ratio	1:38	1:30
Repetition Rate	13%	10%
Drop-out rate	3%	1%
Primary Completion Rate	101.2%	100%
Survival Rate	94.4%	98%
NB: All Disaggregated by sex, location (urban/rural) and wealth quintile to be reported on during annual review meetings		
Proportion of Appropriately Qualified Teachers by sex and location	6251/6720	All teachers
Proportion of Trained Teachers (received in –service training in the last 12 months) by sex	No Information	To be informed by training needs annually
Number of primary schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	a) 622 (100%) b) No data c) 97 schools d) 0 e) 491 schools f) All Schools g) 0	a) All schools b) to be informed by baseline c) to be informed by baseline d) 12 e) All Schools f) All Schools g) All schools
Proportion of schools assisted to improve conditions of employment for retention of teachers in poverty stricken communities/ areas	No information	
Number of schools inspected (in the last 12 months)	160 schools	200 schools

Programme 3: Secondary Education

Indicator	Baseline (2016)	Target by 2021
Proportion of young people at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex and location	No information	To be informed by baseline
Lower Secondary: Transition Rate Primary to Secondary Enrolment Rate (NER) Gender Parity (NER) Pupil: Teacher Ratio Repetition Rate Drop-out Rate Completion Rate Number of OVCs Enrolled Number of SEN Children Enrolled NB: **All indicators disaggregated by sex, location (urban/rural) and wealth quintile**	92.7% NER 42.4% 1.51	90% 60% 1
Proportion of Appropriately Qualified Teachers by sex and location	4841/6720	All teachers
Proportion of Trained Teachers (received in –service training in the last 12 months) by sex and location	No information	To be informed by baseline
Number of primary school inspectors, INSET officers, NCC professional trained (in the last 12 months)	No information	To be informed by baseline
Number of primary schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	a) 280 b) No information c) No information d) 0 e) 240 f) All schools g) No information	a) All Schools b) c) d) 4 e) All Schools f) All schools g) 286

Pupil Qualified Teacher Ratio	Not published	To be informed by the baseline
a) Pupils/Qualified Mathematics teacher ratio		
b) Pupils/Qualified Science teacher ratio		
c) Pupils/Qualified ICT teacher ratio		

Programme 4: Technical and Vocational Education and Training

Indicator	Baseline	Target by 2021
Number of scholarships by type of study (a) official development assistance (b) Government		
Number of TVET programmes that have introduced CBET		
Number of trainers/instructors trained (annually) in competency-based instruction		
Number of institutions/ programmes with adequate modern training materials/ tools and equipment		
Number of stakeholders supporting TVET		
TVET Enrolment rates		
Number of registered TVET providers		
Number of new TVET institutions		
Number of TVET Institutions that have expanded inclusive infrastructure.		

Programme 5: Teacher Development and Management

Indicator	Baseline	Target by 2021
Percentage of INSET posts upgraded		
Number of teacher trainees with access to relevant teaching and learning materials.		
Number of trained INSET & PRESET staff on school leadership/management, pedagogy, curriculum and other professional issues, particularly regarding competency-based education		
Number of qualified lecturers, particularly in science, mathematics, design & technology		
Percentage of trained newly appointed secondary school head teachers		

Percentage of trained head teachers and deputy head teachers on management and leadership	
Number of TRCs renovated	
Number of IN_SERVICE Training Centres Constructed	

Programme 6: Higher Education

Indicator	Baseline (2016)	Target by 2021
Number of Higher Education Institutions		
Number of accredited Training centers		
Percentage of learners engaged in Industry for learnerships		

Programme 7: Non- Formal Education and Training

Indicator	Baseline (2016)	Target by 2021
Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex		
Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex		
Number of facilitators trained, certified and engaged in participatory approaches		
Completion Rate		
Transition Rate		
All NAE/LLL institutions implementing the CSTL Programme: Proportion of institutions with access to a) electricity, b) internet for pedagogical purposes, c) computers for pedagogical purposes, d) adapted infrastructure and materials for students with disabilities e) basic drinking water f) single sex basic sanitation facilities g) basic hand washing facilities		

Programme 8: Cross- Cutting Issue

Indicator	Baseline (2016)	Target by 2021
SEN		
• Children with SEN enrolled		
• Number of distributed Teaching and learning materials for SEN		
• Number of trained personnel on SEN issues		
• Number of schools with inclusive infrastructure		
ICT		
• Number of teachers trained on integration of ICT in education		
• Number of Schools with basic infrastructure for ICT teaching		
• Number of ICT teachers		
• Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill		
CSTL		
• Number of OVCs supported		
• Number teachers trained on LSE		
• Number of Tertiary institutions offering CSTL Programmes		
• Number of secondary schools Implementing the CSTL conceptNumber of Primary school learners receiving age appropriate, gender sensitive information and skills		

NB: Baseline information and targets for indicators under programmes 4, 5,6,7 and 8 will be provided once information is available from reliable sources

KEY MOET MILESTONES TO BE ACHIEVED BY 2021

Number of legislations/ regulations/ policies/ strategies/ standards/ developed/reviewed and implemented	Progress Achieved (Developed/Reviewed/Validated//Approved/Disseminated/ Implemented)
MOET Organizational Structure	
ECCDE Strategy	
FPE ACT	
Minimum and optimum standards for all secondary schools	
Incentive package for Mathematics, Science and ICT teachers	
TVET accreditation system	

Swaziland Qualifications Framework	
Legislation on the establishment and functioning/ operation of TVET institutions	
Employment and Training Fund (ETF)	
Teacher Demand and Supply System	
Strategic Plan for the improvement of conditions of service for teachers in remote schools	
Higher Education Policy	
Research policy	
NFE modules reviewed and finalized	
Reviewed basic literacy curriculum	
NFE/LLL Policy in Place	
Directory of NFE/LLL Institutions	
SNI Act in place	
Guidelines on Assessments and accreditation of NFE in place	
Data Collection tool on NFE/LLL in place	
ICT syllabus in Primary schools in place	
CSTL M&E Framework integrate with the EMIS	
Number of Institutions/ Departments/ Units established and operational	
Labour Market Information Unit (Observatory)	
TVET Coordination Structure within MOET	
SCOT registered as a University of Applied Science and Technology	

Qualitative Indicator

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.

Annex 3: Detailed Budget and Costing Tables

	NETIP II Detailed Costing Plan, FY 2018/19 - 2020/21 (in Emalangeni)							
Budgetary Item	CTA Vehicle Charges	Personnel Costs	Travel, Transport and Communications	Professional and Special Services	Consumable Materials and Supplies	Durable Materials and Equipment	Grants and Subsidies - Internal	Capital	Totals
Sub-Sector 1: Early Childhood Care Development and Education (ECCDE)									
IMPROVE DELIVERY AND EFFICIENCY OF ECCDE									
Detailed Costs	50,960	219,100	30,000	632,460	11,000	0	0	0	943,520
IMPROVE ACCESS AND EQUITY IN ECCDE									
Detailed Costs	0	0	0	0	2,912,500	25,220,000	0	31,891,980	60,024,480
IMPROVE QUALITY AND RELEVANCE OF ECCDE									
Detailed Costs	0	0	0	443,700	33,000	0	0	800,000	1,276,700
Totals	**50,960**	**219,100**	**30,000**	**1,076,160**	**2,956,500**	**25,220,000**	**0**	**32,691,980**	**62,244,700**

Total Area 1 (ECCDE) in Emalangeni 62,244,700

Sub-Sector: Primary Education									
IMPROVE QUALITY AND RELEVANCE OF PRIMARY EDUCATION									
Detailed Costs	0	0	0	969,000	0	0	0	0	969,000

IMPROVE DELIVERY AND EFFICIENCY OF PRIMARY EDUCATION

	1	2	3	4	5	6	7	8	9	Total
Detailed Costs	0	1,990,856	0	1,706,810	0	3,026,000	0	0	2,350,000	9,073,666

IMPROVE ACCESS AND EQUITY IN PRIMARY EDUCATION

	1	2	3	4	5	6	7	8	9	Total
Detailed Costs	50,960	2,502,152	30,000	315,850	81,470,000	0	0		19,200,000	103,568,962
Total	**50,960**	**4,493,008**	**30,000**	**2,991,660**	**81,470,000**	**3,026,000**	**0**	**0**	**21,550,000**	**113,611,628**

Total Area 2 (Primary Education) in Emalangeni 113,611,628

Sub-Sector: Secondary Education

IMPROVE ACCESS AND EQUITY IN SECONDARY EDUCATION

	1	2	3	4	5	6	7	8	9	Total
Detailed Costs	0	2,280,864	0	267,750	0	0	0	0	204,500,000	207,048,614

IMPROVE QUALITY AND RELEVANCE OF SECONDARY EDUCATION

	1	2	3	4	5	6	7	8	9	Total
Detailed Costs	0	0	0	222,125	0	0	0	0	0	222,125

IMPROVE DELIVERY AND EFFICIENCY OF SECONDARY EDUCATION

	1	2	3	4	5	6	7	8	9	Total
Detailed Costs	0	16,971,480	0	29,250	673,000	0	0	0	0	17,673,730
Total	**0**	**19,252,344**	**0**	**519,125**	**673,000**	**0**	**0**	**0**	**204,500,000**	**224,944,469**

Total Area 3 (Secondary Education) in Emalangeni 224,944,469

Sub-Sector: TVET

IMPROVE QUALITY AND RELEVANCE OF TVET

	1	2	3	4	5	6	7	8	9	Total
Detailed Costs	0	1,040,421	675,000	35,750	28,000	21,085,500	0	0	0	22,864,671

IMPROVE DELIVERY AND EFFICIENCY OF TVET

	1	2	3	4	5	6	7	8	9	Total
Detailed Costs	0	0	0	27,500	0	0	0	0	0	27,500

IMPROVE ACCESS AND EQUITY IN TVET

	1	2	3	4	5	6	7	8	9	Total
Detailed Costs	0	0	0	594,500	0	0	0	0	0	594,500
Total	**0**	**1,040,421**	**675,000**	**657,750**	**28,000**	**21,085,500**	**0**	**0**	**0**	**23,486,671**

Total Area 4 (TVET) in Emalangeni 23,486,671

Sub-Sector: Teacher Education

IMPROVE THE QUALITY AND RELEVANCE OF TEACHER EDUCATION

Detailed Costs	0	6,880,198	328,500	498,450	0	0	0	7,707,148
IMPROVE DELIVERY AND EFFICIENCY OF TEACHER EDUCATION								
Detailed Costs	0	0	0	712,000	0	0	0	712,000
IMPROVE ACCESS AND EQUITY IN TEACHER EDUCATION								
Detailed Costs	0	0	0	500,000	0	2,000,000	0	2,500,000
Total	**0**	**6,880,198**	**328,500**	**1,710,450**	**0**	**2,000,000**	**0**	**10,919,148**

Total Area 5 (Teacher Education) in Emalangeni 10,919,148

Sub-Sector: Higher Education

IMPROVE QUALITY AND RELEVANCE OF HIGHER EDUCATION

Detailed Costs	0	121,000	296,375	0	3,448,550	0	0	3,865,925
IMPROVE ACCESS AND EQUITY IN HIGHER EDUCATION								
Detailed Costs	0	0	178,375	0	591,000	0	0	769,375
IMPROVE DELIVERY AND EFFICIENCY OF HIGHER EDUCATION								
Detailed Costs	0	0	0	0	0	0	240,000	240,000
Total	**0**	**121,000**	**474,750**	**0**	**4,039,550**	**0**	**240,000**	**4,875,300**

Total Area 6 (Higher Education) in Emalangeni 4,657,300

Sub-Sector: Non-Formal Education (NFE) and Life-long Learning (LLL)

IMPROVE DELIVERY AND EFFICIENCY OF NFE & LLL

Detailed Costs	0	0	1,111,650	0	0	0	0	1,111,650
IMPROVE ACCESS AND EQUITY TO NFE & LLL								
Detailed Costs	0	2,882,798	1,103,000	0	0	0	0	3,985,798
IMPROVE QUALITY AND RELEVANCE OF NFE & LLL								
Detailed Costs	0	789,702	1,201,125	0	0	500,000	0	2,490,827
Total	**0**	**3,672,500**	**3,415,775**	**0**	**0**	**500,000**	**0**	**7,588,275**

Total Area 7 (NFE & LLL) in Emalangeni 7,588,275

Sub-Sector: Cross-Cutting Issues

SPECIAL EDUCATION NEEDS (SEN)

Detailed Costs	0	5,031,637	0	905,250	0	216,000	0	0	0	6,152,887

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

| Detailed Costs | 0 | 0 | 0 | 2,188,000 | 0 | 0 | 0 | 0 | 0 | 2,188,000 |

CARE AND SUPPORT TO TEACHING AND LEARNING (CSTL)

| Detailed Costs | 0 | 0 | 360,000 | 1,042,725 | 0 | 644,000 | 0 | 0 | 0 | 2,046,725 |
| **Total** | **0** | **5,031,637** | **360,000** | **4,135,975** | **0** | **860,000** | **0** | **0** | **0** | **10,387,612** |

Total Area 8 (Cross-Cutting Issues) in Emalangeni 10387612

SUMMARY TOTALS

	CTA Vehicle Charges	Personnel Costs	Travel, Transport and Communications	Professional and Special Services	Consumable Materials and Supplies	Durable Materials and Equipment	Grants and Subsidies - Internal	Capital	Total
Total Costs	101,920	40,710,208	1,663,500	14,981,645	84,454,500	53,364,500	4,039,550	258,741,980	458,057,803
Contingencies	9,173	3,663,919	149,715	1,348,348	7,600,905	4,802,805	363,560	23,286,778	41,225,202
Total	**111,093**	**44,374,127**	**1,813,215**	**16,329,993**	**92,055,405**	**58,167,305**	**4,403,110**	**282,028,758**	**499,283,005**
% of Total Costs of NETIP	0.02%	8.89%	0.36%	3.27%	18.44%	11.65%	0.88%	56.49%	

Total Cost of NETIP II in Emalangeni 499,283,005