

KINGDOM OF ESWATINI

Education Sector Strategic Plan

2022–2034





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Eswatini Education Sector Strategic Plan (2022–2034)

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Abbreviations and acronyms

AELL	adult education and lifelong learning
AIDS	acquired immunodeficiency syndrome
ASER	age-specific enrolment rate
COVID-19	coronavirus disease 2019
CSO	Central Statistics Office
CSTL	care and support for teaching and learning (previously known as SCCS)
E	Eswatini emalangeni
ECCDE	early childhood care, development and education
ECOT	Eswatini College of Technology (previously known as SCOT)
EGCSE	Eswatini General Certificate of Secondary Education
EHIES	Eswatini Household Income and Expenditure Survey
EMIS	education management information system
EPC	Eswatini Primary Certificate
ESHEC	Eswatini Higher Education Council
ESSP	Education Sector Strategic Plan
FPE	free primary education
GDP	gross domestic product
GER	gross enrolment rate
GNI	gross national income
GoE	Government of the Kingdom of Eswatini
HIV	human immunodeficiency virus
ICT	information and communications technology
IDE	Institute of Distance Education
IGCSE	Cambridge International General Certificate of Secondary Education
INSET	in-service education and training
IT	information technology
JC	Junior Certificate
KPI	key performance indicator
KSA	key strategic area

M&E	monitoring and evaluation
MICS	multiple indicator cluster survey
MoET	Ministry of Education and Training
MoF	Ministry of Finance
MoLSS	Ministry of Labour and Social Security
MoU	memorandum of understanding
NDS	National Development Strategy
NER	net enrolment rate
ODL	open distance learning
OVC	orphaned and vulnerable children
PIRLS	Progress in International Reading Literacy Study
PLC	Primary School Leaving Certificate
PSET	post-school education and training
PTD	primary teachers' diploma
REO	regional education officer
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SACU	Southern African Customs Union
SELDS	Swaziland Early Learning and Development and Standards
SEN	special educational needs
SHIMS2	Swaziland HIV Incidence Measurement Survey 2
STC	secondary teachers' certificate
STEM	science, technology, engineering and mathematics
SWAP	Sector-Wide Approach to Planning
TBD	to be determined
TIMSS	Trends in International Mathematics and Science Study
TVET	technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESWA	University of Eswatini
UNICEF	United Nations Children's Fund
USD	United States dollar
VOCTIM	Gwamile Vocational and Commercial Training Institute Matsapha
WHO	World Health Organization



Foreword

The Ministry of Education and Training has developed its long-term strategic plan, the Education Sector Strategic Plan (ESSP) 2022–2034. The publication of the ESSP marks the updating and continuation of the unfinished business from the 2010–2022 Education Sector Strategic Plan. It is informed primarily by the Education Sector Analysis (2021) and other key human capital development priorities as set out in the National Development Strategy, the National Development Plan and other relevant documents.

The ESSP outlines ambitions of the sector, aligned to its mandate on provision of a constant supply of personnel with key competencies and the skills required for accelerated, inclusive and sustainable growth. Studies have shown that an adequately skilled workforce has the ability to harness appropriate technologies for greater and improved productivity. This will ultimately lead to greater personal and national wealth. In essence, the more a country's wealth increases, the more resources become available for education and training.

The Kingdom of Eswatini places considerable importance on education and training, exemplified by the priority given to education spending as a percentage of national spending. This requires the sector to be strategic on how the funds are efficiently spent in order to improve educational outcomes and for accountability purposes.

The Education Sector Analysis was conducted with support from the World Bank. It involved a collaborative process with other partners working in the education sector. The Education Sector Analysis identified achievements and challenges as well as

proposed recommendations for transforming the education sector.

Over the last planning cycle, the ministry has achieved key milestones in each of the subsectors, but there remain a number of challenges that have necessitated the development of this ESSP. Since the introduction of free primary education in 2010, access has greatly improved from gross enrolment rates of 136 per cent in 2011 to 127.2 per cent in 2018 in primary schools. Moreover, statistics on retention and participation at primary and secondary level have given signals that the country is in the right path towards the achievement of universal access to primary education.

In spite of the tremendous achievements of the ministry over the last decade, the education sector is still faced with a myriad of challenges. These include low access to quality early childhood care, development and education, which remains limited at 22 per cent for children under the age of 5 years; deteriorating quality of primary education; and low access to quality secondary education, as well as difficulties in ensuring retention of students at this level. An inadequate teacher

management and development system characterizes our workforce management and this has negative ramifications for the quality of education at all levels. Inequitable access to post-secondary education and training and a disconnect between the labour market and the output from higher education are some of the challenges in the sector.

The Education Sector Analysis and ESSP processes have brought to the fore the need to strengthen the education management information system by extending its current scope from general education to include higher education and technical and vocational education and training. The plan is to invest in evidence-based engagement and monitoring and evaluation by investing in the generation of empirical evidence.

The COVID-19 pandemic and civil unrest, amongst other emerging issues, have exposed inadequate resilience within the sector, despite the work done in the Education in Emergency Programme; learners continue to lose quality learning time because of school closures without effective and efficient alternatives for teaching and learning during emergencies. This has necessitated that this ESSP have a stand-alone goal and programmes to ensure system resilience.

The ESSP 2022–2034, backed by data and recommendations from the Education Sector Analysis 2021, has prioritized seven key strategic areas aimed at improving the sector. These are: (i) improving educational quality and student learning at all levels; (ii) retaining students in school until completion;

(iii) strengthening entry and exit points of the education system; (iv) enhancing teacher development and management; (v) ensuring adequate and equitable education financing and spending; (vi) further improving access; and (vii) strengthening system resilience and preparing for future crisis prevention.

This long-term blueprint for the comprehensive development of the sector will be implemented through four multi-year action plans which articulate concrete short- to medium-term activities for the sector and the necessary resources and human-resource capacity. Development partners and the Local Education Group in particular will play an integral role in working with the ministry to implement this plan, resulting in coherent, consistent and comprehensive cooperation.

I wish to extend my gratitude to our partners, other government ministries, development partners, civil society, ministry personnel and all stakeholders who contributed to the preparation of this plan. It is my honour to present the ESSP as the sector road map for education development in Eswatini and a point of reference for 2022–2034.

Hon. Lady Howard-Mabuza (MP)
Minister for Education and Training



The ESSP needs to be regarded as a **living and dynamic document**, with some parts being modified following changing realities brought about by both **external and internal conditions**.

Executive summary

Chapter 1: Introduction

The Government of the Kingdom of Eswatini (GoE) is presenting the Education Sector Strategic Plan (ESSP) for 2022–2034, which serves as the key education policy document in the Kingdom of Eswatini. It presents the long-term strategic priorities for the national education system, in line with the country's national priorities. Whereas the ESSP establishes the mechanisms required to meet these priorities, the Multi-Year Action Plan 2022/23–2024/25 provides a timeframe for implementing these mechanisms, along with cost and finance simulation models.

The ESSP development draws on the findings of previous and ongoing relevant studies, in particular the situation analysis carried out in preparation for the ESSP (World Bank, 2021a). Likewise, all strategic conclusions made for this ESSP are based on the factual Education Sector Analysis by the World Bank (2021a), including resulting findings and recommendations.

The ESSP presents an overarching framework of strategic outputs and outcomes in the education sector, focusing mainly on the next 12 years. The emerging, interlinked Results Framework presented in this first draft will be presented and further discussed at a validation workshop with the Steering Committee, technical task teams and senior management meeting, and then further refined.

The ESSP needs to be regarded as a living and dynamic document, with some parts being modified following changing realities brought about by both external and internal conditions. The ESSP will undergo a thorough annual review on the basis of interim evaluations, to assess the extent of which the stated indicators have been achieved.

Chapter 2: Country context

The section provides analyses of key indicators of economic growth and those for national economic development. In particular, these include gross domestic product (GDP) growth rates and demographic data reflected in population growth rates. The gross enrolment rate (GER) for primary education rose from 126 per cent in 2009 to 132 per cent in 2010 after the introduction of free primary education (FPE), and is slowly declining as an increasingly larger share of students start school at the appropriate age and with declining repetition rates.¹ For both junior and senior secondary education, the GER has risen substantially (by 25 and 23 percentage points, respectively) over the last decade, as access has improved. More students also complete primary and junior secondary education. Another major achievement is gender parity in participation in both primary and secondary education, reflecting greater equality in access for boys and girls.

Although declining, poverty remains deeply entrenched in Eswatini, and levels are high. A key challenge to accelerating poverty reduction and promoting shared prosperity is the high level of inequality. The poverty status of the population is closely related to the highest level of education attended, and the portion defined as poor is declining as individuals attend higher levels of education. For example, among those aged 15–49 years, 45 per cent of those who have only attended primary education are poor and 28 per cent are extremely poor, compared to a mere 3 per cent and 1 per cent, respectively, of those who have attended tertiary education.

The education system in Eswatini has been affected by the COVID-19 pandemic, with all schools and institutions of higher learning instructed to close on 17 March 2020, when the country instituted national

¹ The GER for primary education is above 100 per cent because of overage enrolment caused by late school entry and grade repetition. In 2010, 29 per cent of children starting Grade 1 were two or more years older than the official school starting age of 6 years, an effect of FPE allowing children who were not previously able to enrol to do so. By 2017, this share had declined to 14 per cent as the 'FPE effect' tapers off.

lockdown measures. Working with the Ministry of Health, the National Disaster Management Agency and development partners, the Ministry of Education and Training (MoET) put in place measures to mitigate the impact of the pandemic while ensuring continuity of education.

Recurrent spending, which accounts for a vast majority of public education spending, has declined over the last five years. Recurrent spending was about E4.2 billion in real terms in 2016/17 but declined to around E3.5 billion by 2020/21. It continues to comprise between 95 per cent and 97 per cent of public total spending in the sector. Development spending is very low, making up the remaining 4 per cent. Over the period, spending on development declined by 25 per cent to E152 million in real terms. Overall, there is adequate school infrastructure in Eswatini but, for example, many schools lack information technology, science equipment and laboratories, and libraries; not all schools have adequate sanitation facilities; and some schools have no source of water. This points to the need for additional development spending to ensure adequately equipped and safe schools. Total public education spending in current terms, including education grants and scholarships for orphaned and vulnerable children (OVC), remained relatively stable at E4 billion between 2016/17 and 2020/21. Over the same period, after adjusting for inflation (in real terms), public education spending decreased from almost E4.4 billion in 2016/17 to E3.6 billion in 2020/21 – a 17 per cent decline.

Chapter 3: Education context

The education system in Eswatini is organized into four key subsectors: early childhood care, development and education (ECCDE); primary education; secondary education; and post-school education and training (PSET), comprising tertiary education and technical and vocational education and training (TVET). In addition, adult education and lifelong learning (AELL) is provided for those who never enrolled in, or who dropped out of, the formal education system.

The education sector remains the most important of all sectors. In 2020/21, MoET received 14 per cent of the total national budget, 4 percentage points more

than the two next largest ministries – the Ministry of Public Works and Transport (10 per cent) and the Ministry of Health (10 per cent). These are followed by the Ministry of Agriculture (7 per cent), the Ministry of Economic Planning and Development (5 per cent), the Ministry of Defence (5 per cent) and the Deputy Prime Minister's Office (3 per cent). In spite of the high spending on education, total public spending per school-age individual has decreased substantially after adjusting for inflation since 2016/17. The decline in total public education spending, combined with a rise in secondary enrolment, is reflected in the 19 per cent decrease in spending per student over the last five years to E6,500 in 2020/21.

The shares of total public recurrent spending for most subsectors have remained relatively stable, except for tertiary education, which increased, and junior secondary education, which decreased. Over the period 2018/19–2020/21, the public recurrent spending shares of most of the education subsectors, as well as for cross-sectoral administration and teacher education, remained stable. The two main exceptions are tertiary education, which increased its spending share from 19 per cent to 21 per cent, and junior secondary education, for which the share declined from 22 per cent to 20 per cent. Recurrent spending on teacher education remained at 1–2 per cent of total recurrent spending, and for cross-sectoral administration this share was around 5–6 per cent.

The bulk of public recurrent spending goes to primary education, which accommodates the largest share of students by far. Primary education accounts for 43 per cent of public recurrent spending and for 66 per cent of total enrolment. At secondary level, the spending shares are roughly aligned with the enrolment shares: junior secondary education accounts for 23 per cent of recurrent spending and 20 per cent of enrolment, while senior secondary's share of recurrent spending is 12 per cent with an enrolment share of 10 per cent.

Pre-primary education accounts for a minimal share of public recurrent education spending, despite low access, because of limited public service provision. The share of pre-primary education in public recurrent education spending is a mere 0.1 per cent. To expand access to this level, which is crucial to early childhood

Eswatini is very close to achieving **universal access to primary education**.

development and to prepare children to enter primary school, spending at this level will need to increase substantially.

ECCDE

ECCDE programmes in Eswatini are not compulsory and target children aged 0–5 years. These programmes are mainly provided by the private sector, including individuals, churches and non-governmental organizations, and regulation of them remains weak.

At the ECCDE level, there are 1,484 formal ECCDE centres (preschools, day-care centres) plus 1,714 informal ECCDE centres (including neighbourhood care points and *KaGoGo* centres). In total, there are 3,198 centres, together with Grade 0 classrooms in 80 public primary schools in rural areas. The objective is to increase the coverage for children aged 3–5 years from the current 28 per cent to 100 per cent by 2034, and to reach 100 per cent coverage for Grade 0 (5–6 years) before then.

Primary and secondary education

Primary and secondary education are provided by schools through formal and non-formal settings. In 2018, there were 618 primary schools and 275 secondary schools in Eswatini. Primary enrolment is at 237,000, junior secondary enrolment is at 77,000, and senior secondary education is at 39,000 students.

Primary education starts at the age of 6 and lasts for seven years. It seeks to ensure that learners acquire the skills, knowledge, values and attitudes that are required for general and vocational education, and for the execution of basic life roles. This level of education addresses learners' intellectual and emotional development, the development of their creativity and the acquisition of social, cultural and physical skills. At the end of primary education (Grade 7), learners have to pass the national examination to obtain the Eswatini

Primary Certificate (EPC) in order to proceed to junior secondary education.

Eswatini is very close to achieving universal access to primary education. This can be attributed to the FPE programme that was introduced in 2010, following the adoption of the FPE Act. The Act stipulates that "every Swazi child enrolled at a public primary school is entitled to free education at the public primary school beginning with Grade 1 up to and including Grade 7" (Swaziland, 2010). FPE has been viewed as a consolidated programme aimed at creating a conducive learning environment that is characterized by minimum barriers to access quality primary education. The FPE programme specifically aims to reduce financial (school fees), physical (distance to school) and sociocultural barriers to education.

Secondary education spans five years: three years of junior secondary and two years of senior secondary. Secondary education is neither compulsory nor free in Eswatini, and the theoretical age group for this level is children aged 13–17 years. The purpose of secondary education in Eswatini is to equip learners with the knowledge and skills required for post-secondary education, to find employment, or to start a business. Fee exemptions are targeted at orphaned and vulnerable children through the OVC education grant.

At the end of junior secondary education (Form 3), students sit for the high-stakes Junior Certificate (JC) examination, which they are required to pass to proceed to senior secondary education. At the end of senior secondary education (Form 5), students sit for the Eswatini General Certificate of Secondary Education (EGCSE) and the Cambridge International General Certificate of Secondary Education (IGCSE), which qualifies them for entry into tertiary institutions.

Four public secondary schools and a small number of private secondary schools offer Form 6, at the end of which students sit for the A/AS-level General Certificate of Secondary Education (GSCE) examination, which is equivalent to qualifications in the Southern African Development Community region. Some secondary schools in Eswatini also enable students to sit for the South African Matric examination and examinations set by the Independent Examinations Board.

Post-school education and training (PSET)

The post-school education and training sector comprises tertiary education and TVET. The purpose of tertiary education and TVET in Eswatini is to equip students with skills and competencies that are demanded by the labour market to drive economic growth. The overall regulatory function of post-school education and training rests with MoET.

Tertiary education includes public and private universities, which typically offer three- to four-year courses for students aged 18 years and older. These are complemented by public and private colleges, a majority of which are specialized learning institutions focusing on one professional area, such as teacher training colleges. The private institutions are mainly operating branches of foreign tertiary institutions, originating, for example, in South Africa. The largest tertiary institution in Eswatini is the University of Eswatini (UNESWA).

TVET is provided both at the secondary and tertiary level. What is considered to be formal TVET falls under MoET's Chief Inspector Tertiary, while industrial training is regulated by the Department of Industrial and Vocational Training in the Ministry of Labour and Social Security (MoLSS). There are two points of entry

into TVET: following the EPC for entry into the industrial and agricultural colleges; and following the completion of the secondary education certificate for entry into public or private formal TVET institutions for youths aged 18 and above.

In 2019, MoET had recorded 34 TVET institutions, five of which are public. The public institutions enrolled about 1,700 students in 2016. Public formal TVET is limited to 10 occupational fields focusing on traditional technical trades, education, business professions, information and communications technology (ICT) and agriculture. Private TVET provision of education is significant in terms of enrolment and the range of programmes offered.

Students can also access public non-formal vocational training through MoET's rural education and skills centres and the Sebenta National Institute, which is managed by the adult and non-formal education programme of MoET. These non-formal vocational training programmes offer short courses such as carpentry, sewing, catering and computing. While these courses were originally targeted at those who had completed adult education programmes, students from the general education sector who have an interest in these courses are also accepted.

AELL caters for out-of-school children and youth, as well as adults who have never enrolled in, or dropped out of, the formal education system. The aim of AELL is to empower the more vulnerable in society in accordance with their needs and interests and to prepare them for the world of work. These individuals can access non-formal primary and secondary education through the Sebenta National Institute and Emlalatini Development Centre.

Adult education and lifelong learning caters for out-of-school **children and youth**, as well as **adults** who have **never enrolled** in, or dropped out of, the formal **education system**.

Teacher training and upgrading

There are several public and private institutions that provide pre-service training for primary and secondary teachers. The main public teacher training institutions that offer diploma-level training (primary and secondary teachers' diplomas) include Ngwane Teacher Training College, Southern Africa Nazarene University's Faculty of Education and William Pitcher Teacher Training College. In addition, the Eswatini College of Technology (ECOT) offers diploma training for secondary school teachers in selected subjects (commerce, ICT and design and technology). At the degree level, UNESWA's Faculty of Education offers a four-year bachelor of education course for primary and secondary teaching. The three public teacher training colleges and ECOT are affiliated with UNESWA, which plays a leadership and coordinating role in setting standards for college-based teacher training. In addition to the public teacher training institutions, some private institutions also offer teacher training for different levels.

The majority of primary and secondary teachers work in rural areas. Over 16,400 teachers make up the Eswatini teaching workforce at the primary and secondary levels, of which 55 per cent are primary school teachers and 45 per cent are secondary school teachers. The reason for the larger number of teachers at primary level is the higher enrolment numbers. The majority of teachers (72 per cent) in the system teach in rural parts of the country, with 76 per cent of primary school teachers and 68 per cent of secondary school teachers teaching in rural schools. The reason is that a majority of school-aged children live in rural areas.

Most teachers at primary and secondary level are public service teachers. About 89 per cent of primary school teachers and 85 per cent of secondary school teachers are public service teachers. These teachers are hired by the Teaching Service Commission and their salaries are paid by the government. The remainder (11 per cent and 15 per cent of teachers in primary and secondary schools, respectively) are non-public service teachers who are directly hired and paid by schools. These non-public service teachers are hired by private non-government-aided schools as would be expected but also by government-aided schools, which may directly hire non-public service teachers for extra-curricular activities.

Most public-service teachers are hired on a permanent basis, while the majority of non-public service teachers are hired on a temporary basis. About 94 per cent of public-service teachers in government and government-aided schools are permanent teachers. In contrast, among non-public service teachers in government or government-aided schools, about 66 per cent are hired on a temporary basis.

Eswatini has made significant progress in increasing the share of qualified teachers in primary education, while the share has remained stagnant for secondary education. In 2015, the share of qualified teachers at the primary level was 71 per cent compared to 81 per cent in 2018, whereas the share of qualified teachers at secondary level remained at 72 per cent. Most teachers in primary schools have some type of teacher training, but not all are qualified to teach at the level they are teaching. In 2018, about 81 per cent of teachers teaching at primary level had the required qualification to teach in primary schools. One of the most common mismatches in qualifications that is observed in the system is teachers with a secondary level qualification teaching at the primary level. The use of teachers with secondary level training in primary grades can be problematic for several reasons. First, secondary school teachers often specialize in a single subject and may not be prepared well to teach multiple subjects like trained primary teachers. Second, they might not have the pedagogical preparation that will enable them to be effective in teaching younger children.

Learning assessment and achievement

Student learning assessment systems include classroom assessments, large-scale national assessments, large-scale international assessments and examinations. School-level continuous classroom assessments are important, as they provide information for teachers and parents and are useful for improving instruction, although they seldom provide data that are comparable across schools. Comparable data on student learning levels can come from large-scale sample-based learning assessments and, under certain conditions, examinations.

Eswatini has drafted a national assessment framework, and plans to implement a national assessment in step with the rollout of the new competency-based

curriculum. Eswatini has participated in the regional sample-based learning assessment, the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ), which covers reading and mathematics for Grade 6 only. Furthermore, measures of 'school readiness' are available for a small sample of children of preschool age from the multiple indicator cluster surveys (MICSs) and provide information about children's pre-literacy and pre-numeracy skills.

The national curriculum spells out competencies in broad terms for all levels. A new competency-based curriculum is being rolled out grade by grade; it currently covers Grades 1–2 and will cover Grades 1–3 in the 2021/22 school year. For the upper grades, the old curriculum is still being taught. The new competency-based curriculum includes classroom continuous and summative assessments. Syllabuses for the final grades only of primary, junior secondary and senior secondary are freely available and are aligned with the examinations at each of these levels.

The 'old' national curriculum comprises core subjects plus electives at the secondary level. The curriculum structure calls for 7–11 subjects at the primary level; seven core subjects and two or three elective subjects at the junior secondary level; and five core and four elective subjects at the senior secondary level. The syllabuses are similar to the Cambridge syllabuses, and in some cases were developed with Cambridge International Examinations. Main subjects for all levels are English, mathematics, siSwati and science (MoET, 2018d). As the new curriculum has not yet reached the seventh grade, it is not yet used to develop examinations.

Most students who sit the EPC, JC and EGCSE examinations receive passing grades. Depending on the cycle, students sit a variety of subject-matter tests and their highest grades are aggregated for a total grade. Regional differences in exam performance are modest, most averaging less than five percentage points for English, mathematics and science. Regional performance gaps on JC and EGCSE examinations are quite small, averaging six percentage points for all four subjects on both examinations.

Chapter 4: ESSP strategic vision and implementation

The ESSP takes a holistic approach on the basis of seven key strategic areas (KSAs) which have relevance for the entire education sector, and in which related subsectors closely cooperate towards achieving the ultimate goal for the education sector. The ESSP is guided by an overall vision of **children and youth prepared for life through quality education, leading to enhanced social and human capital development and inclusive growth**, which is consistent with the National Development Plan.

This overall goal goes beyond a more traditional understanding of education – preparing the learner to progress from one educational sector to the other, with the main objective for every educational subsector being to facilitate the transfer to the next educational level. Rather, it takes a much wider perspective by embracing lifelong learning and by stressing the importance of preparation for life, cultivating the ability for people to make a decent living with good income earned through employment.

The seven KSAs have been identified for all educational subsectors, and need to be addressed by all educational subsectors in order to realize the overarching goal of preparedness for life through quality education for all:

- KSA 1: Improving educational quality and student learning at all levels;
- KSA 2: Retaining students in school until completion;
- KSA 3: Strengthening entry and exit points of the education system;
- KSA 4: Enhancing teacher development and management;
- KSA 5: Ensuring adequate and equitable education financing and spending;
- KSA 6: Further improving access;
- KSA 7: Strengthening system resilience (after COVID-19) and preparing for future crisis prevention.

The achievement of all these seven goals will ultimately contribute to the raising of the overall quality of education.

Chapter 5: Action Plan: Operationalizing the ESSP strategic outline

The strategic framework for the ESSP is determined by the strategic objectives, goals (outcomes) and programmes (outputs) of the respective KSAs. In operationalizing the strategic vision, goals of every KSA are broken down by programme.

The Action Plan contains a total of 25 programmes – averaging three to four programmes per goal, as indicated below:

- 1.1 Expand ECCDE provision and expand the network of ECCDE institutions
- 1.2 Roll out the new competency-based curriculum
- 1.3 Improve the system of continuous education
- 1.4 Strengthen existing monitoring procedures in order to ensure a comprehensive understanding of the education sector
- 2.1 Reduce both financial and non-financial barriers to staying in school
- 2.2 Establish systematic national learning assessments to regularly monitor progress
- 2.3 Provide assistance to learners at risk of dropping out
- 3.1 Improve teaching in foundational grades (Grades 1–4)
- 3.2 Improve English language instruction in the early grades
- 3.3 Increase access to PSET, in particular TVET and AELL
- 3.4 Establish and continuously update regulatory and coordination framework for PSET to ensure reflection of labour market needs
- 4.1 Establish and continuously update a comprehensive teacher management database, harmonized between the Teaching Service Commission and the EMIS
- 4.2 Strengthen evidence-based planning and programme design, based on key data on teachers and head teachers
- 4.3 Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels
- 4.4 Develop and implement an incentive system for teachers (addressing, inter alia, the need to undergo continuous professional development and to accept hardship postings)
- 5.1 Raise budget allocations (particularly for ECCDE and TVET) and continuously secure budget availability
- 5.2 Ensure adequate financial/budget reflection of equity issues in education provision
- 5.3 Strengthen budget coordination and planning between involved ministries
- 5.4 Mobilize resources to ensure adequate funding for the education sector
- 6.1 Ensure equity and equality of opportunities for inclusive quality education in primary schools
- 6.2 Ensure equity and equality of opportunities for inclusive quality education in secondary schools
- 6.3 Ensure equity and equality of opportunities for inclusive quality education in PSET
- 7.1 Assess the impact of COVID-19 on learning across all educational subsectors
- 7.2 Develop and implement a plan for recovery of lost learning due to the impact of school closures and other COVID-19 effects
- 7.3 Develop a resilience strategy and make investments in technology and materials for implementing it

The ESSP is guided by an **overall vision** of children and youth **prepared for life through quality education**, leading **to enhanced social and human capital development** and **inclusive growth**.

Out of the indicators **formulated** at **programme level**, a more limited number of **key performance indicators** have been identified at goal level (i.e., 5–10 for each goal).

The Action Plan further outlines a sequence of key activities per programme, which are accompanied by programme (output) indicators and a Gantt figure with reference to the implementation period 2022–2034. These key activities will then be further broken down into numerous sub-activities as part of the work related to the annual action programming.

All indicators refer to programmes: that is, monitoring the effect of all activities combined towards achieving the specific programme. Where a few indicators do not yet contain baselines and/or targets, this is mostly related to the fact that in order to adequately assess those indicators, sound baselines need to be established. Specific baseline surveys therefore need to be carried out as one of the first activities under the ESSP. In a few instances, baselines are available, but targets still need to be discussed among MoET departments. Again, this will be scheduled as one of the first activities under the new ESSP.

Chapter 6: Monitoring and evaluation of the ESSP

A structure for monitoring the ESSP is provided in this chapter, along with details for mechanisms of its implementation. A three-layer system will be formed for tracing and analysis of the ESSP implementation process. The system consists of the following layers: the level of responsible parties for the implementation of the ESSP activities; the level of REOs and PSET supervisors; and the level of the Local Education Group.

A system of regular collection and analysis of data will be maintained within the framework of the complex monitoring and evaluation (M&E) of the implementation of the ESSP. The data in the system

will indicate the levels of achieving the strategic goals and target indicators. The monitoring envisages the tracing of indicators, while analysing the results and their impact on development of the education sector as a whole. The M&E of the ESSP will be based on data provided by the education management information system (EMIS) and will also include qualitative surveys, as indicated in the Action Plan.

The monitoring services under MoET, REOs and the Local Education Group serve as the basis for building a complex M&E system for the period 2022–2034. At the micro level (at the level of activities), the monitoring reflects whether all types of actions have been conducted as described in the plan, or if there is a need for assistance or intervention. At the macro level (at the level of the programmes), the monitoring will reveal how the whole strategy is being implemented, if resources and funds are being used in accordance with the plan, and whether the results meet the expectations.

Key performance indicators

Out of the indicators formulated at programme level, a more limited number of key performance indicators (KPIs) have been identified at goal level (i.e., 5–10 for each goal). The system of indicators has two levels: output indicators and outcome (or impact) indicators. Output indicators signal how well activities (strategies) are going. They are about measuring what has been done. Outcome indicators provide a sign of how well the programme has achieved intended changes as a result of the intervention. They are about measuring change and ultimately relate to the overall goal.

The KPIs include indicators at a higher level that reflect strategic progress in the system of continuing education as whole. Monitoring tables provided in the

ESSP show the KPIs to be monitored and their currently available baselines and targets for 2034, together with their respective means of verification and the overall monitoring arrangements (level and frequency of monitoring). All indicators will be disaggregated by gender and special needs where applicable.

Chapter 7: Financing and costing considerations

In this section the resource requirements and budgetary implications of proposed ESSP goals and programmes are estimated and the credibility and feasibility of the plan are assessed within the context of government financial capacity over the period 2022/23–2029/30. Assessing the credibility of the proposed goals and programmes necessitated extensive use of methods for estimating the medium-term annualized impact of the plan's financial needs for the education sector over the period. These methods estimate the ongoing annual financial requirement rather than a once-off annual cost of activities. The ESSP is accompanied by an annual costed implementation plan that describes those costs.

Total annualized requirements were elaborated by combining detailed resource requirements for programmes and activities that represented proposed new areas of public financial support in the sector, or for initiatives that represented a change in policy or practice with resource implications. This was done using a baseline level of spending of current policy and practice in the sector. In Eswatini – as in most education systems – mitigation responses to the global COVID-19 pandemic have had a significant impact on student participation and resource allocation. At the time of elaborating the ESSP, students were just returning to in-person schooling and a tentative 'normal' provision of education. The uncertainties associated with this return to school and the adaptation

of the sector budget during the school closure period to meet mitigation demands constrain the level of detail available for the elaboration of a baseline estimate.

The ESSP programme proposals are a mix of initiatives focused on specific subsectors and proposals with a sector-wide scope. The ESSP programme with by far the largest impact on the medium-term annual sector resource requirements is ECCDE, which will require more government support. By 2029/30, the annual resource requirements for meeting the goals for ECCDE described in the plan are expected to be about E225 million of additional spending (compared to 2021/22). This expansion of public support represents nearly 70 per cent of the new annual spending required to implement the ESSP by 2029/30. Other initiatives with significant impact on annual resource requirements include the development and deployment of a digital learning support system, enhancing basic connectivity at government-supported primary and secondary schools, upgrading a technical college to provide university level technical education, and teacher incentives for promoting the equitable distribution of teachers across the system. Each of these areas represent an additional E16–30 million in annual sector resource requirements by 2029/30.

The overall additional annualized sector resource requirements for the new initiatives in the ESSP are about E335 million by 2029/30, when most initiatives are fully deployed. To assess the credibility of the plan, the additional annual resource requirements were examined relative to an estimate of sector requirements without the proposed new spending. Compared to a baseline of education sector spending in 2021/22 and the assumption of real GDP growth between 1.8 per cent and 2.2 per cent, the ESSP initiatives will require total annual sector spending to increase over the baseline projection by about 8.3 per cent by 2030.

Chapter 1

Introduction

The Government of the Kingdom of Eswatini is presenting the Education Sector Strategic Plan (ESSP) for 2022–2034, serving as the key education policy document in the Kingdom of Eswatini. It presents the long-term strategic priorities for the national education system, in line with the country's national priorities. Whereas the ESSP establishes the mechanisms required to meet these priorities, the Multi-Year Action Plan 2022/23–2024/25 provides a timeframe for implementing these mechanisms along with cost and finance simulation models.



The ESSP presents an **overarching framework** of **strategic outputs** and **outcomes** in the education sector, with a **prime focus** on the next **12 years**.

The ESSP presents an overarching framework of strategic outputs and outcomes in the education sector, with a prime focus on the next 12 years.

1.1 ESSP development process

Documents and stakeholders were the two main sources of data used. Data from stakeholders were derived from members of the Local Education Group appointed by the government (including government partners and education representatives from multilateral and bilateral donors), other government partners and/or development partners identified by the Local Education Group. Documentary sources comprised public documents and information, in addition to related reports of missions and studies that had been undertaken previously.²

The emerging, interlinked Results Framework was presented and further discussed at a validation workshop with the Steering Committee and technical task teams, and a meeting with senior management, and then further refined.

Following the submission of the first draft of the ESSP and the presentation to the Steering Committee and technical task teams, and the senior management meeting, a series of 12 virtual workshops was held with key stakeholders of MoET, including the identified team leaders, who were the focal points for each of the seven goals of the ESSP. During the workshops, all proposed goals and programmes were revisited, and activities thoroughly discussed, refined and subsequently agreed upon. Each workshop lasted between 2.5 and 3 hours and was designed to be highly participatory.

In addition, three special thematic workshops were held on issues pertaining to (i) ECCDE; (ii) primary education; and (iii) assessment. Outcomes of these deliberations informed the revision of the ESSP and have been reflected in the present revised second draft.

Following the presentation of the second revised draft, consultations continued with a focus on reviewing proposed indicators, including refining related baselines and targets. This further informed the chapter with regard to elements not yet fully costed. Furthermore, two technical workshops were conducted with all ESSP focal points on indicators, baselines and targets, in addition to a further series of special thematic workshops for financing issues related to (i) primary education; (ii) PSET; and (iii) ECOT.

1.2 Acknowledgements

The development of the ESSP has involved drawing on the findings of previous and ongoing relevant studies, in particular the situation analysis carried out in preparation for the ESSP (World Bank, 2021a).

This ESSP has thus been built on the preceding Education Sector Analysis (World Bank, 2021a) and needs to be seen as a joint effort by the World Bank (for the Education Sector Analysis part, i.e., Chapters 2 and 3), international and national consultants from PROMAN S.A. (for Chapters 4–7), MoET and a number of stakeholders in the education sector.

Likewise, all strategic conclusions drawn for this ESSP have their foundation in the factual Education Sector Analysis analysis by the World Bank, including resulting findings and recommendations.

² Appendix 2 contains a comprehensive list of literature used in developing the Education Sector Strategic Plan.



The spread of the **COVID-19 pandemic** has severely **affected trade** and **supply chains** and **depressed consumption** and demand in **affected countries**.

2

Chapter 2

Country context

The Kingdom of Eswatini is a small landlocked country in Southern Africa, bordering South Africa and Mozambique. It is a lower-middle income country with a GDP per capita of around E54,700 (equivalent to about USD 3,700) in real terms in 2019/20. Eswatini has close economic linkages with South Africa.³

It is a member of the Southern African Customs Union (SACU), with SACU being a member of the Common Monetary Area along with South Africa, Lesotho and Namibia. With an adult literacy rate of 88.42 per cent (2018) and gross national income per capita of 8,090 PPP dollars (2019),⁴ Eswatini's Human Development Index value was 0.611 in 2019, ranking the country at 138 out of 189 countries (World Bank, 2019a).

2.1 Macroeconomic sketch

Selected macroeconomic indicators and how they evolved between 2015/16 and 2019/20 are shown in Table 2.1. Real GDP has been increasing and was projected to reach E64 billion for 2019/20. Macroeconomic performance has been hampered by severe drought due to climate change, escalating fiscal

challenges, an elevated government salary bill and continued accumulation of domestic arrears (World Bank, 2019b). Economic growth is generally low and volatile. The annual growth rate in 2019/20 was only 1.2 per cent, which can largely be attributed to the outbreak of the COVID-19 pandemic. The spread of the pandemic has severely affected trade and supply chains and depressed consumption and demand in affected countries. Economic growth has been revised downwards substantially for South Africa, and because of its close ties with the South African economy, growth projections in Eswatini have also been lowered for 2020/21.

Total government revenue as a share of GDP fluctuated between 25 per cent and 28 per cent in the period under review. Eswatini remains highly dependent on revenues from SACU. While this dependency has decreased over time, SACU revenue accounted for

Table 2.1: Selected macroeconomic indicators (2015–2019)

	2015	2016	2017	2018	2019
GDP (constant 2011 E, million)	39,516	39,951	40,760	41,727	42,663
GDP growth (constant, %)	2.2%	1.1%	2.0%	2.4%	2.2%
Total government revenue (percentage of GDP)	27.5%	25.1%	28.2%	24.8%	26.5%
SACU government revenue (percentage of GDP)	13.1%	9.2%	11.9%	9.2%	9.5%
Total government spending (percentage of GDP)	33.0%	33.5%	33.9%	34.7%	33.8%
Total government fiscal balance (percentage of GDP)	-5.5%	-8.5%	-5.7%	-9.9%	-7.3%
GDP per capita (constant 2011 E)	35,302	35,272	35,568	35,995	36,389

Source: World Bank (2019a)

³ The Eswatini lilangeni (E) is pegged at par to the South African rand, which is also legal tender in the country.

⁴ Purchasing power parity in US dollars.

about 41 per cent of total revenue in 2019/20. There was a budget deficit of 3.4 per cent in 2017/18 and of 5.1 per cent in 2018/19. This was converted to a small surplus of 1.6 per cent in 2019/20, but fiscal space remains limited, and given the uncertainty of SACU revenues and the COVID-19 pandemic, financing for education (and other sectors) is likely to be constrained over the next few years. (Though Eswatini education expenditure has fluctuated substantially in recent years, was on an increasing trend in the period 1987–2014, reaching 7.07 per cent in 2014.⁵)

Real GDP per capita grew slowly, from E53,300 in 2015/16 to E54,700 in 2019/20, and the poverty incidence remains very high (section 2.3.1).

2.2 Demographic features

Population growth has been relatively low in Eswatini, with an average annual growth rate of 1.1 per cent (CSO and UNICEF, 2017b) and the total population standing at around 1.14 million in 2019 (see Figure 2.1). The slowdown in population growth rates is consistent with the declining fertility rates, which have been falling since the 1970s and are relatively low, at 3 per cent in 2018 (World Bank, 2019b). An estimated 76 per cent of the population live in rural areas (United Nations Statistics Division, 2019).

Average life expectancy is low in Eswatini, even though it has improved in recent years from a low of 43 years in 2004, to 60 years in 2019 (World Bank, 2019a) (see Figure 2.2).

The country has a very young population, with a median age of 22 years in 2017, and 56 per cent of the population below the age of 25 (CSO and UNICEF, 2017b). This provides an opportunity to reap a demographic dividend if the education system can provide young people with the knowledge and skills required by the labour market.

Over 2022–2027, the projected average annual growth rate for the school-aged population is

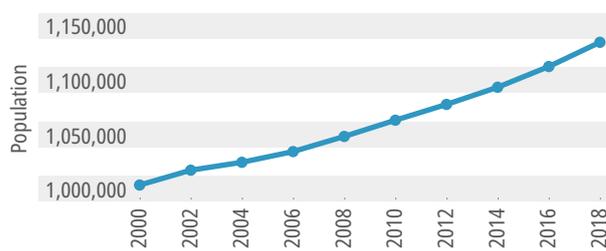


Figure 2.1: Population growth in Eswatini

Source: CSO and UNICEF, 2017b

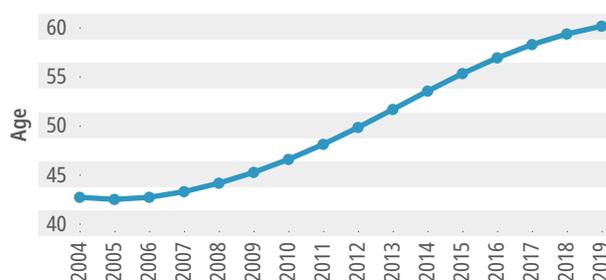


Figure 2.2: Average life expectancy in Eswatini

Source: World Bank, 2019a

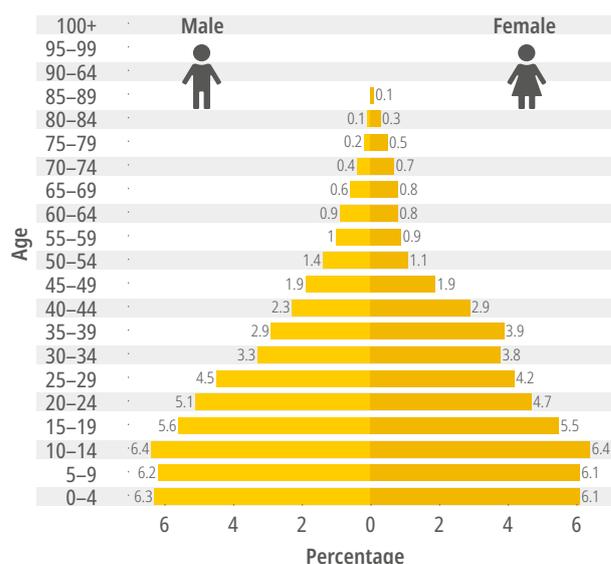


Figure 2.3: Distribution of population by age and gender

Source: CSO and UNICEF, 2017b

⁵ The latest available data.

less than 1 per cent, and its share is projected to remain at approximately 32 per cent of the total population in 2025. This means there will be limited demographic pressure on the education system and resources going forward.

Another key feature of the demographic context is migration to South Africa. Eswatini is among the top three labour-exporting countries in Southern Africa, with the primary destination of emigrants being South Africa (World Bank, 2019a). CSO and UNICEF, 2017b 2017, more than 94,000 international migrants were from Eswatini, which represents about 8 per cent of its total population, and around 93 per cent of these emigrants were residing in South Africa. Furthermore, around 32 per cent of Swazi university students are

enrolled in public and private tertiary institutions in South Africa.

2.3 Social context

2.3.1 Poverty

Although it is declining, poverty levels in Eswatini remain high and deeply entrenched. A key challenge to accelerating poverty reduction and promoting shared prosperity is the high level of inequality. In 2016, the income Gini coefficient for Eswatini was 0.55 (World Bank, 2020c), which means high levels of inequality and a concentration of income among a small group. This manifests in unequal access to services such as health

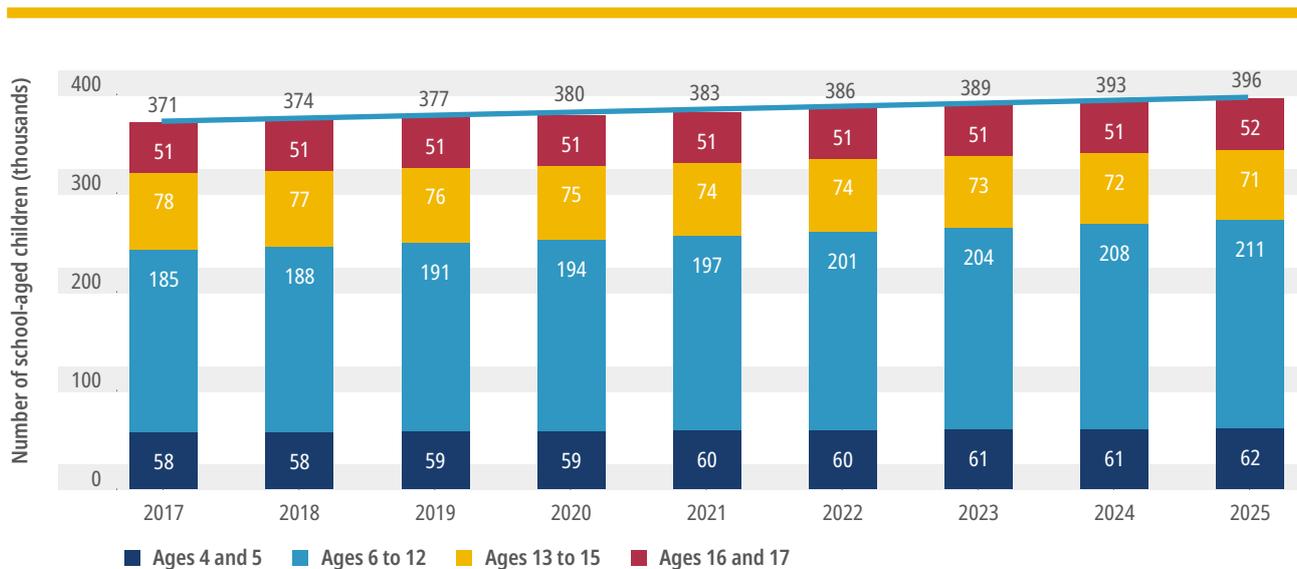


Figure 2.4: Projected number of school-aged children (2017–2025)

Source: Education Sector Analysis (World Bank, 2021a)

In 2017, more than **94,000 international migrants** were from **Eswatini**, which represents about **8 per cent** of its total **population**, and around 93 per cent of these **emigrants** were **residing** in South Africa.

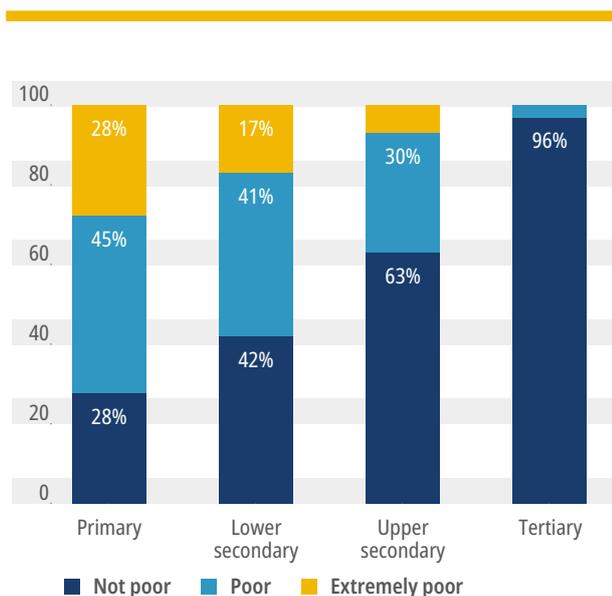


Figure 2.5: Percentage of people in poverty in relation to education level

Source: Education Sector Analysis (World Bank, 2021a)

care, education, electricity, water and sanitation, as well as unequal access to markets, assets and rights (World Bank, 2019a), which hinders poverty reduction.

In 2017, 59 per cent of the population lived below the national poverty line. Although this shows a decrease from 69 per cent in 2001, it is still very high (World Bank, 2019a). In 2017, 20 per cent of the population were living below the extreme/food poverty line, which means they cannot afford any consumption other than the minimum required caloric intake. For a lower middle-income country, the share of the population living on less than 1.90 United States dollars a day in Eswatini is very high – at 28 per cent in 2016 – and is almost 4 percentage points higher than the average for lower middle-income countries (World Bank, 2019a, 2020b).

Poverty is disproportionately concentrated in rural areas and in two of the four regions. In 2017, about 70 per cent of the rural population lived below the national poverty line compared to 20 per cent of the urban population; and 25 per cent of the rural population were below the extreme poverty line compared to only 3 per cent of the urban population (World Bank, 2019a). Lubombo and Shiselweni regions

are the poorest, with 72 per cent of the population in Lubombo and 67 per cent of the population in Shiselweni living below the national poverty line compared to 54 per cent in Hhohho and 52 per cent in Manzini (World Bank, 2019a). There is a strong poverty dimension in terms of education access and outcomes in Eswatini.

The poverty status of the population is closely related to the highest level of education attended, and the share defined as poor declines as individuals attend higher levels of education (see Figure 2.5). For example, among those aged 15–49 years, 45 per cent of those who have only attended primary education are poor and 28 per cent are extremely poor compared to a mere 3 per cent and 1 per cent, respectively, of those who have attended tertiary education.

2.3.2 HIV/AIDS

Eswatini has the highest rate of HIV infections in the world, with more than one quarter (27 per cent) of its reproductive-age population (15–49 years) living with HIV (WHO, 2019; Eswatini, 2019a) and affecting individuals during their most productive years (Eswatini, 2019a). Females are at particular risk: 34 per cent of females in this age group are HIV positive compared to 19 per cent of males, affecting individuals during their most productive years (Eswatini, 2019a).

In 2016/17, the HIV prevalence for children aged 5–9 years was 3 per cent, and for those aged 10–14 years it was 4 per cent (Eswatini, 2019a). Among those aged 15–19 years, the HIV prevalence is higher still, at 5.6 per cent. There are large gender disparities, with the share of girls who are HIV positive substantially higher than for boys (7 per cent compared to 4 per cent). Being HIV positive will affect children’s school attendance and increases the risk of them dropping out of school (Eswatini, 2019a). While the provision of antiretroviral treatment is free, 13 per cent of adults aged 15 and older do not access these services (WHO, 2019). Evidence on the effect of the provision of antiretroviral treatment on students and teachers is not available.

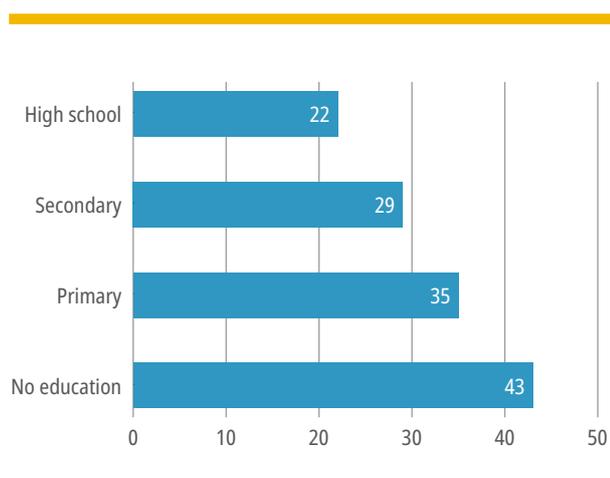


Figure 2.6: Percentage of 15–49-year-olds with HIV by highest education level attended

Source: Education Sector Analysis (World Bank, 2021a)

There is a clear relationship between HIV status and highest level of education attended (Eswatini, 2019a) (see Figure 2.6). HIV prevalence among adults aged 15–49 years was higher among those with no education (43 per cent), followed by those who only attended primary school (35 per cent). This is more than double for those who attended tertiary education institutions (15 per cent).

2.3.3 Human capital development

The Human Capital Index is a composite measure of survival of children under the age of 5, educational attainment, stunting and the adult survival rate. An examination of the individual components of the Human Capital Index show that 94 out of 100 children born in Eswatini survive to age 5. Close to 60 per cent of 15-year-olds will survive until the age of 60. Approximately 26 of 100 children are stunted, implying that these children are at risk of cognitive and physical

Table 2.2: Human Capital Development Index for Eswatini (2020)

Indicator	Score
Probability of survival to age 5 years	0.94
Expected years of schooling	11.0
Harmonized test score	440
Learning-adjusted years of schooling	7.7
Adult survival rate	0.59
Proportion of children under 5 years not stunted	0.74
Human Capital Index ⁵	0.48

Source: World Bank (2020a)

limitations that can last a lifetime. Preliminary calculations for the Education Sector Analysis show that children who start school at age 4 can expect to complete 11 years of schooling by age 18. When years of schooling are adjusted for quality of learning, the 11 years become equivalent to only 7.7 years. This raises concerns about the quality of schooling that children are receiving in Eswatini.

The preliminary Human Capital Index for Eswatini computed for the Education Sector Analysis report is 0.48 in 2020 (see Table 2.2). This suggests that a child born in Eswatini will only be 48 per cent as productive when growing up as she could have been if she had attained good health and complete education by the age of 18 (see Table 2.2).⁶

2.3.4 Orphaned and vulnerable children

The HIV epidemic has resulted in a generation of children and youth who have lost one or both parents and who are living with grandparents, other extended family or community caregivers. In 2017, just over

Table 2.3: Share of orphaned children by age group

	Age group			
	Younger than 18	0–5 years	6–12 years	13–17 years
Single orphan	14%	3.5%	15%	26%
Double orphan	2.3%	0.1%	2%	6%

Source: Weighted estimates based on the Eswatini Household Income and Expenditure Survey (EHIES) 2016/17 data (World Bank, 2018b)

⁶ Expected years of schooling and learning-adjusted years of schooling, and therefore the overall Human Capital Index, are preliminary.

16 per cent of children aged 0–17 years were single or double orphans (see Table 2.3).

The numbers of children who are single and double orphans increase as they grow older, with almost one in three (32 per cent) of secondary-school-aged youths being orphaned. The significant number of orphaned students creates an additional challenge for the education system as these children tend to need extra support – both financially and academically.

Compounding this crisis is the large number of children who are considered vulnerable due to illnesses experienced by parents, are abandoned by a parent or are living in extreme poverty – resulting in a staggering 58 per cent of the country’s children being orphaned and/or vulnerable (World Food Programme, 2019). There is, however, some uncertainty around the number of orphaned and vulnerable children in Eswatini: United Nations Children’s Fund (UNICEF) estimates are much higher than those of the World Food Programme, at 71 per cent. The socioeconomic situation of orphaned and vulnerable children is not well studied. Orphaned and vulnerable children are more likely to drop out of school and to lack close relationships with their caregivers. Those who attend secondary school are less likely to be in the correct grade-for-age and often have poor attendance, which further hampers their education outcomes (Pufall et al., 2014).

A recent study of the main reasons that boys drop out of school, undertaken by MoET and MIET Africa, found that in the context of poverty, broken family structures lead to the expectation of boys being

the main providers for their families, and in several instances, the absence of fathers or male role models leaves them vulnerable. This vulnerability leads some boys to drop out of school, engage in substance abuse, exploitation in the form of intergenerational transactional relationships and risky sexual behaviour (Erasmus et al., 2019).

Girls are a highly vulnerable group. According to a 2008 national study (Reza et al., 2009), 48 per cent of girls and women between the ages of 13 and 24 reported having experienced some form of sexual violence, with one in three girls experiencing some form of sexual violence before the age of 18. A 2013 UNICEF study estimated that 28 per cent of females aged 13–18 years have experienced sexual violence in their lifetime (UNICEF, 2019a). This has a direct bearing on adolescent development and well-being, and in a country with the highest HIV/AIDS prevalence in the world, sexual and gender-based violence is one of the key contributors to new HIV infections.

Around 18 per cent of girls drop out of primary school and a staggering 35 per cent of girls drop out of junior secondary education because they become pregnant (World Bank 2018b). Leaving school early is associated with a greater incidence of early sexual union and early and unintended pregnancy. In 2014, 11 per cent of women and girls aged 12–49 years who had completed Grade 7 or less were married or in a union before the age of 16, compared to 3 per cent of those who had more than a primary education. About 24 per cent of women and girls who completed Grade 7 or less reported having sexual intercourse before the

In 2014, **11 per cent of women and girls aged 12 to 49 years** who had completed **Grade 7 or less** were **married or in a union** before the **age of 16**, compared to **3 per cent** of those who had more than a **primary education**.

age of 16, compared to 10 per cent of those who had completed more than primary education. The share of females aged 15–19 years who experienced an early and unintended pregnancy was 17 per cent in 2014, and this share was slightly larger in urban than in rural areas (UNESCO, 2017).

2.4 Learning during the COVID-19 pandemic

The education system in Eswatini has been affected by the COVID-19 pandemic, with all schools and institutions of higher learning instructed to close on 17 March 2020, when the country instituted national lockdown measures. Working with the Ministry of Health, the National Disaster Management Agency and development partners, MoET put in place measures to mitigate the impact of the pandemic and ensure continuity of education.

In terms of basic education, the government has responded to the COVID-19 pandemic by:

- developing necessary documents to assist schools with preparation to reopen;
- providing training of teachers to teach lessons on radio and television broadcasts;
- developing and broadcasting lessons (radio, television and print) for students, targeting Grade 7, Form 3 and Form 5 classes;
- broadcasting weekly programmes on mental health and psychosocial programmes for learners;
- engaging mobile network providers to upload multimedia lessons and ensure educational websites are zero-rated;
- providing water and sanitation facilities to schools without these services; and
- providing radios to the most vulnerable households with support from UNICEF.

Tertiary and TVET institutions are using tech-enabled platforms to continue to teach students remotely.

There are also community initiatives to mitigate the effects of COVID-19. Some schools (mostly private) and education volunteers provide lessons through

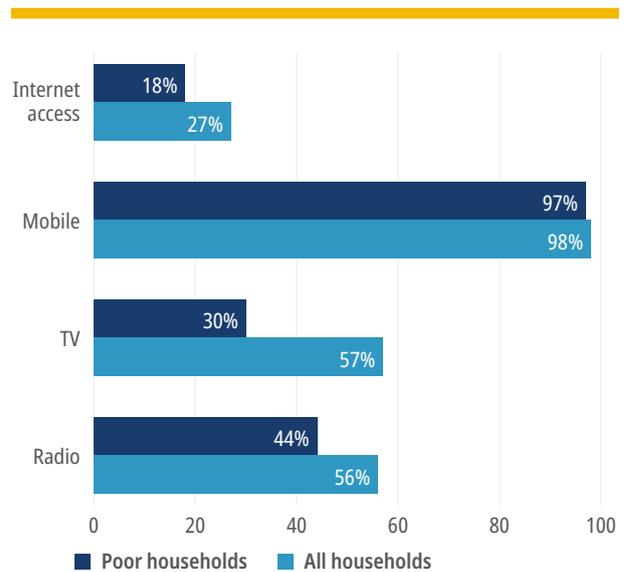
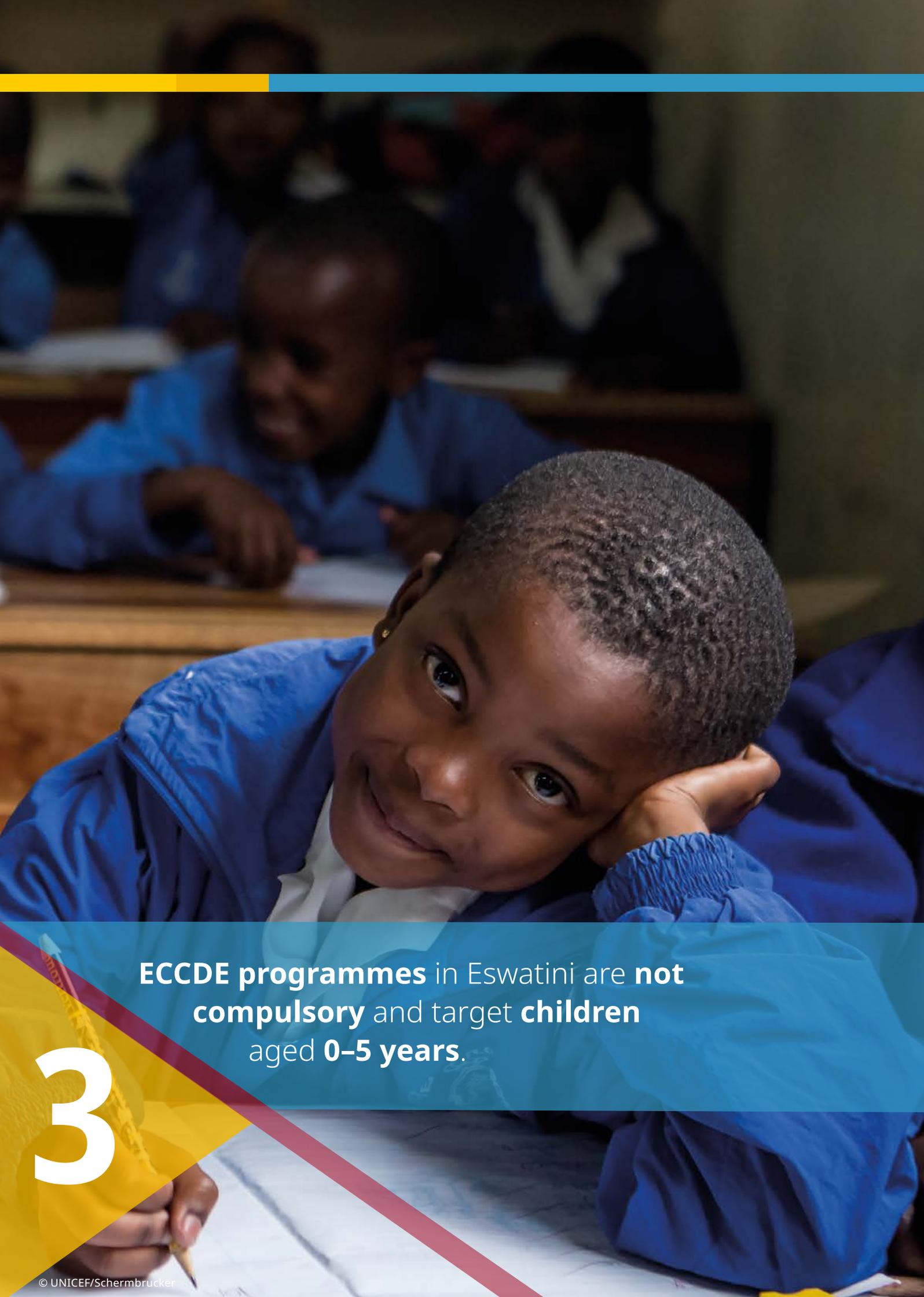


Figure 2.7: Household access to remote learning opportunities (2016/17)

Source: World Bank, 2018b

e-learning platforms such as Google Classroom, WhatsApp, Telegram, emails, Zoom, Student Portal and Blackboard. Students have used these online platforms to organize communities of practice to ensure continuity of learning. While the swift actions of the government to ensure continuity of learning are commendable, students' differential access to remote learning opportunities is likely to widen the existing education inequalities in Eswatini. For households with children attending primary, secondary or post-secondary education, access to the internet is low (27 per cent) and much lower still for poor households (17 per cent). Access to other remote learning avenues is limited, with those from poorer households being at a clear disadvantage (see Figure 2.7).

Only 30 per cent of children from poor households have access to a television, and 44 per cent have access to a radio – the two largest mediums used to reach children in primary and secondary school (World Bank, 2018b). This suggests that for any remote learning strategy to successfully reach the largest possible group of students it will need to consider which means of transmission are more widely available to students, and in the case of the internet, the cost of using it – even more important in a post-COVID-19 era.



ECCDE programmes in Eswatini are **not compulsory** and target **children** aged **0–5 years**.

3

Chapter 3

Education context

3.1 General overview

The education system in Eswatini is organized into four key levels:

- Early childhood care, development and education (ECCDE);
- Primary education;
- Secondary education; and
- Post-school education and training (PSET).

The structure of the system, including the different grade levels, theoretical age ranges, curriculum phases, and alternative pathways is presented in Figure 3.1.

3.1.1 Early childhood care, development and education

ECCDE programmes in Eswatini are not compulsory and target children aged 0–5 years. These programmes are mainly provided by the private sector, including individuals, churches and non-governmental

organizations, and the regulation of the programmes remains weak. The ECCDE subsector comprises the following components:

- **Day-care centres** targeting children aged 0–3 years. These centres offer childcare services while parents are at work or school. Structured learning does not take place in day-care centres, but children follow some form of routine to achieve certain development, while also learning positive behaviours.
- **Preschools (private and community)** target 3–5-year-old children and prepare them for formal entry into primary education. Preschool education is also offered at special schools, and an inclusive model of pre-primary education is currently being provided at two primary schools in Eswatini.
- **Grade 0** targets children aged 5–6 years and is currently being offered in selected rural primary schools throughout the country and some private preschools.

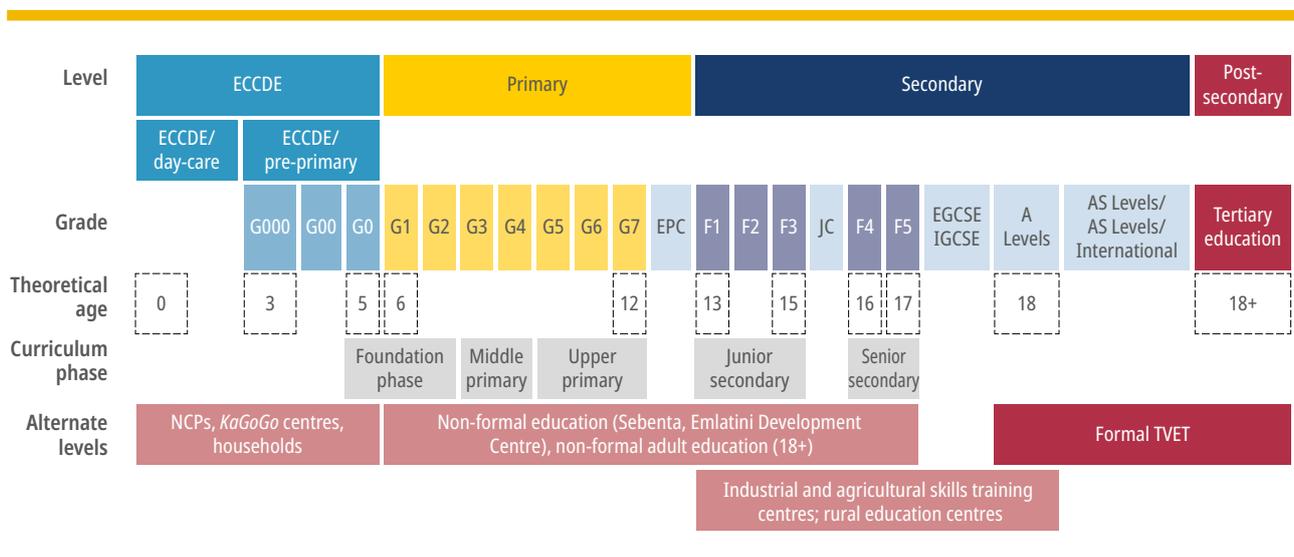


Figure 3.1: Structure of the Eswatini education system

Source: Education Sector Analysis (World Bank, 2021a)

- **Neighbourhood care points and *KaGoGo* centres** ('grandmothers' houses') were initially established to provide feeding services for children, but recently began providing some early stimulation and/or education for children who are of pre-primary school age but are not enrolled in schools in any of the above categories.

In terms of ECCDE attendance, a relatively large share (73 per cent) of children in Grade 1 had attended some ECCDE (MoET, 2017a). A recent ECCDE mapping exercise undertaken by PROMAN S.A. for MoET in 2021, with support from regional education officers, reported that there are 1,484 formal ECCDE centres (preschools, day-care centres) plus 1,714 informal ECCDE centres (including neighbourhood care points and *KaGoGo* centres), thus totalling 3,198 centres nationwide, in addition to the Grade 0 classrooms in 80 public primary schools in rural areas.

3.1.2 Primary and secondary education

In Eswatini, primary and secondary education is offered by schools through formal and non-formal settings. In 2018, there was a total of 618 primary schools and 275 secondary schools. Primary enrolment is at 237,000 while 77,000 students are enrolled in junior secondary education and approximately 39,000 in senior secondary education. There are various types of schools, based on institutional governance:

- **Community schools** account for the largest proportion of schools based on governance type, at 63 per cent of the total number of primary and secondary schools. While these schools are community owned, they are financially supported by the government.
- **Government-aided mission schools** account for 29 per cent of primary and secondary schools and receive financial support from the government.
- **Government schools** account for only 2 per cent of the total number of primary and secondary schools. They are constructed and owned by the government and are generally referred to as national or central schools.
- **Government-aided private schools** account for 2 per cent of the total number of primary and secondary schools. These schools tend to receive support from the government in the form of teacher salaries.
- **Private non-government-aided schools** account for 4 per cent of the total number of primary and secondary schools. They do not receive financial assistance from the government but are regulated by MoET and fall under its portfolio.

3.1.2.1 Primary education

Primary education starts at the age of 6 and lasts for seven years. It seeks to ensure that learners acquire skills, knowledge, values and attitudes that are required for general and vocational education and for the execution of basic life roles. This level of education addresses learners' emotional and intellectual development, the development of their creativity, and the acquisition of social, cultural and physical skills. At the end of primary education (Grade 7), learners have to pass the national examination to obtain the Eswatini Primary Certificate (EPC) in order to proceed to junior secondary education.

Eswatini is very close to achieving universal access to primary education. This can be attributed to the free primary education (FPE) programme that was

Primary **enrolment** is at **237,000** while **77,000** students are enrolled in **junior secondary** education and approximately **39,000** in **senior secondary** education.

introduced in 2010 following the adoption of the Free Primary Education Act, which stipulates that “every Swazi child enrolled at a public primary school is entitled to free education at a public primary school beginning with Grade 1 up to and including Grade 7” (Swaziland, 2010). FPE has been viewed as a consolidated programme aimed at creating a conducive learning environment characterized by minimum barriers to access quality primary education. The FPE programme specifically aims to reduce financial (school fees), physical (distance to school) and sociocultural barriers to education.

The FPE programme comprises the following key elements:

- Provision of appropriately qualified teachers;
- Provision of infrastructure such as classrooms, facilities suitable for students with special needs and accommodation for teachers;
- Provision of teaching and learning materials such as textbooks, workbooks, exercise books and stationery; and
- School grants to cover operational costs, school feeding and administrative duties.

3.1.2.2 Secondary education

Secondary education comprises five years – three years of junior secondary and two years of senior secondary. Secondary education is neither compulsory nor free in Eswatini, and the theoretical age group for this level of education is children aged 13–17 years. The purpose of secondary education in Eswatini is to equip learners with the knowledge and skills required for post-secondary education, to find employment, or to start a business. Fee exemptions are targeted at orphaned and vulnerable children through the orphaned and vulnerable children (OVC) education grant.

At the end of junior secondary education (Form 3), students sit for the high-stakes Junior Certificate (JC) examination which they are required to pass to proceed to senior secondary education. At the end of senior secondary education (Form 5), students sit for the Eswatini General Certificate of Secondary Education (EGCSE) and the Cambridge International General Certificate of Secondary Education (IGCSE), which qualifies them for entry into tertiary institutions.

Four public secondary schools and a small number of private secondary schools offer Form 6, at the end of which students sit for the A/AS level General Certificate of Secondary Education (GSCE) examination, which is equivalent to regional qualifications. Some secondary schools in Eswatini also enable students to sit for the South African Matric examination and examinations set by the Independent Examinations Board.

3.1.3 Post-school education and training

The post-school education and training sector (PSET) comprises tertiary education and technical and vocational education and training (TVET). The purpose of tertiary education and TVET in Eswatini is to equip students with skills and competencies that are demanded by the labour market to drive economic growth. The overall regulatory function of post-school education and training rests with MoET.

3.1.3.1 Tertiary education

Tertiary education includes public and private universities, which typically offer three- to four-year courses for students aged 18 years and older. These are complemented by public and private colleges, a majority of which are specialized learning institutions focusing on one professional area, such as teacher training colleges. The private institutions are mainly operating branches of foreign tertiary institutions, originating, for example, in South Africa.

The largest tertiary institution in Eswatini is the University of Eswatini (UNESWA), and there are three younger and smaller private institutions: the Southern Africa Nazarene University, Limkokwing University of Technology and Eswatini Christian University. The regulatory responsibility for tertiary education rests with the Eswatini Higher Education Council (ESHEC) through the Higher Education Act of 2013 (ESHEC, 2013) with a focus on learning programmes that start after the completion of secondary education and lead to higher qualifications. Students also access tertiary education by pursuing distance education, mainly through South African universities, and a high number of students also study in South Africa. Over the past decade, university enrolments have increased, but participation rates are still low compared to other countries.

3.1.3.2 Technical and vocational education and training

TVET is provided both at the secondary and tertiary level. What is considered to be formal TVET is under the MoET's Chief Inspector Tertiary, while industrial training is regulated by the Department of Industrial and Vocational Training in the MoLSS.

There are two points of entry into TVET: following the EPC for entry into the industrial and agricultural colleges; and following the completion of a secondary education certificate for entry into public or private formal TVET institutions for youths aged 18 and above.

In 2019, MoET had recorded 34 TVET institutions, five of which are public. The public institutions enrolled about 1,700 students in 2016. Public formal TVET is limited to 10 occupational fields focusing on traditional technical trades, education, business professions, information and communications technology (ICT) and agriculture. Private TVET provision is significant in terms of enrolment and the range of programmes offered.

The TVET providers covered in the EMIS only represent a fraction of the overall TVET provider landscape. There are additional public institutions run by other line ministries, and a significant number of private institutions, which may be registered as organizations but not formally accredited as training institutions. Students can also access public non-formal vocational training through MoET's rural education and skills centres and the Sebenta National Institute, which is managed by the MoET adult and non-formal education programme. These non-formal vocational training programmes offer short courses such as carpentry, sewing, catering and computing. While these courses were originally targeted to those who had completed adult education programmes, students from the general education system with an interest in these courses were also accepted.

Adult education and lifelong learning

AELL caters for out-of-school children and youth, as well as adults who have never enrolled in, or have dropped out of, the formal education system. The aim of AELL is to empower the more vulnerable in society in accordance with their needs and interests and to prepare them for the world of work. These individuals can access non-formal primary and secondary education through the Sebenta National Institute and Emlalatini Development Centre.

The Sebenta National Institute programme offers free non-formal primary education delivered by volunteer primary teachers across various locations and enables learners to complete the primary curriculum (aligned to the national curriculum) in five years, after which they can sit for the EPC. The Emlalatini Development Centre assists learners to complete secondary education and is delivered through distance learning combined with some face-to-face teaching. Enrolment rates in non-formal adult programmes are very low relative to the number of out-of-school individuals without a completed education.

3.2 Education legislation, policies and strategies

Eswatini recognizes the importance of education, specifically in relation to the role it plays in building the country's human capital and transforming the economic and social landscape. This is articulated in the following national and education-specific strategies and plans:

- The **National Development Strategy Vision 2022** (Ministry of Economic Planning and Development, 1999) states that by the year 2022, "the Kingdom of Swaziland will be in the top 10 per cent of the

In 2019, MoET had recorded **34 TVET institutions**, **five** of which are **public**. The public institutions **enrolled about 1,700 students** in 2016.

medium human development group of countries founded on sustainable economic development, social justice and political stability". The specific strategies articulated to promote sustainable and high levels of employment and avert wastage in human resources are around improvements in quality, relevance and efficiency, as well as science and technology, eliminating distortions in wage differentials, human resource planning and scholarships, and focusing on special education and accessibility.

- **Kingdom of Eswatini Strategic Road Map (2019–2023):** The government has committed to a 'turnaround strategy' to attain macro-fiscal stabilization and growth. One focus area of the road map is to improve the delivery of services and foster a culture of excellence through improved efficiency and effectiveness of the public sector and technological innovation (Eswatini, 2019b).
- **National Development Plan (2019/20–2021/22): Towards Economic Recovery:** Outcome 3 focuses on enhanced social and human capital development, with one of the sector-specific outcomes being improved access to quality, relevant and inclusive education and lifelong learning opportunities. Targets for key sectoral outcomes by 2022 include increased ECCDE net enrolments from 29 per cent to 50 per cent, increased secondary education net enrolments from 46 per cent to 55 per cent, increased TVET enrolments by 20 per cent, increased qualified teacher-to-student ratios at all levels and an increase in the proportion of higher education graduates absorbed in the labour market within the first year of completion (Ministry of Economic Planning and Development, 2019).
- **The Education Sector Strategic Plan (2010–2022)** (MoET, 2010a) includes a broad range of activities from ECCDE to higher education and takes cognizance of cross-cutting issues such as HIV/AIDS, gender and inclusiveness. It emphasizes the improvement of quality education at all levels with the main goal being the production of adequate skills to support economic growth and improved standards of living for the whole country.
- **The National Education and Training Sector Policy (2018)** (MoET, 2018c) has an overarching goal that contextualizes all subsectors: "the

provision of an equitable and inclusive education and training system that affords all learners access to free and compulsory basic education and senior secondary education of high quality, followed by the opportunity to continue with lifelong education and training, so enhancing their personal development and contributing to Eswatini's cultural development, socioeconomic growth and global competitiveness". The policy is aligned to the United Nations 2030 Agenda for Sustainable Development through the Sustainable Development Goals, and includes regional cooperation and integration through the African Union's Agenda for 2063 for Africa's socioeconomic transformation, the Southern African Development Community Revised Regional Indicative Strategic Development Plan 2015–2020 and the Southern African Development Community Industrialization Strategy and Road Map 2015–2063.

- **The National Education and Training Improvement Plan II (2018/19–2020/21)** (MoET, 2018e) defines the strategic objectives, priorities, strategies and key activities to be achieved in the education sector over a three-year period. These are defined for ECCDE, primary and secondary education, TVET, teacher education, higher education, and non-formal AELL. The document guides the programming, financing and monitoring of key sector interventions from 2018 to 2021.
- **The National Technical and Vocational Education and Skills Development Policy (2010)** (MoET 2010ba) was initiated to create a technical and vocational education and skills development system responsive to market demands; establish an effective governance, management and training system; establish mechanisms for the portability of formal, non-formal and informal qualifications; and establish equitable access to skills for formal sector or self-employment.

Key legislation governing the education sector in Eswatini includes the:

- Constitution of the Kingdom of Eswatini Act 2005;
- Education Act No. 9 1981;
- Free Primary Education Act 2010;
- Teaching Services Act 1982;
- Industrial and Vocational Training Act 1982;
- Children Act 2012;

- Higher Education Act, 2013; and
- National Disability Act, 2018.

Other key policies, rules, guidelines and regulations include the:

- 1983 Teaching Service Commission Regulations;
- 1992 School Accounting Regulations and Procedures;
- 2009 National Children’s Policy;
- 2009 Education Establishment and Registration of Private Educational Institutions Regulations Notice;
- 2011 School Committee Constitution;
- 2011 Scholarships Policy;
- 2016 Higher Education General Regulations; and
- 2018 National Curriculum Framework.

Additional policies and legislation under development are soon to be approved. These include the Council of Educators’ Bill 2019; the Sebenta National Institute Bill 2019; the Examinations Council of Eswatini Bill 2019; and the Teaching Service Amendment Bill 2019.

3.3 Administration and management of the education system

The education sector in Eswatini operates through a centralized administration system governed by MoET. MoET provides decentralized services through the regional education offices. Figure 3.2 shows the institutional structure of MoET.

The Minister of Education and Training is the political head of MoET, which is responsible for ECCDE, primary and secondary education and post-school education, including tertiary education and TVET. The ministry is also responsible for AELL. Two institutions report directly to the minister’s office: ESHEC and the Teaching Service Commission. Cross-cutting issues such as career guidance and counselling, curriculum development, special education, open and distance education, examinations, teacher management and

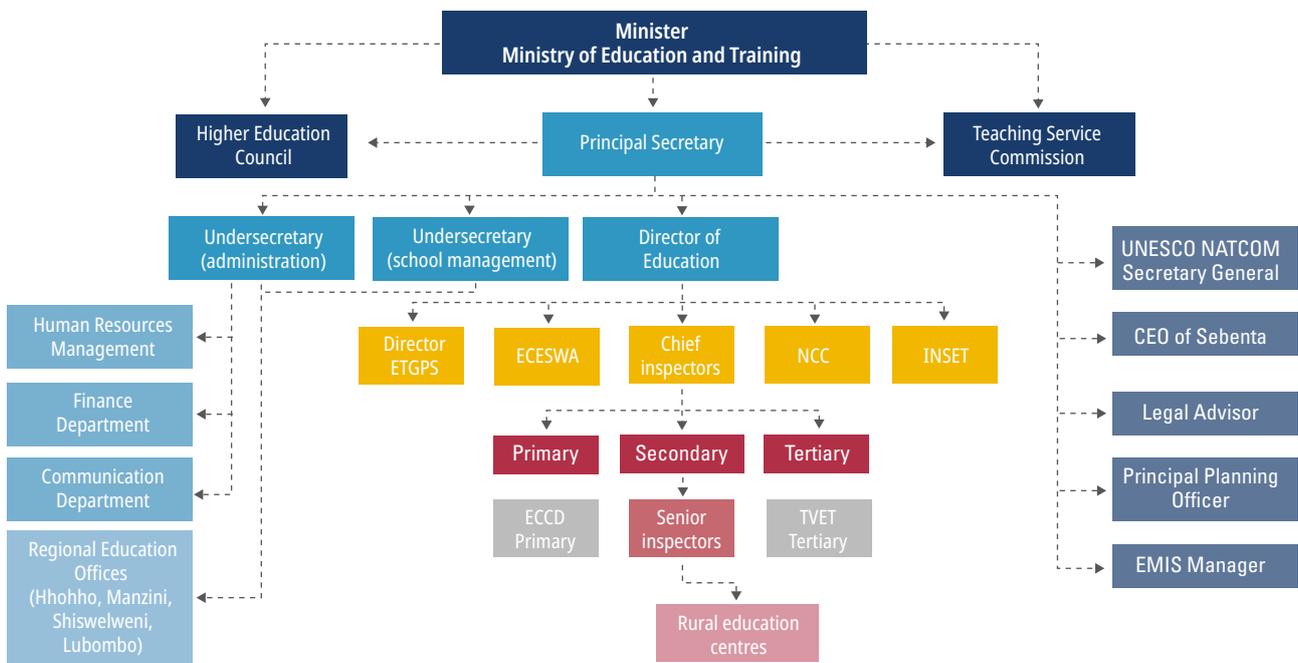


Figure 3.2: Organogram of the institutional structure of MoET

Source: MoET (2020a)

quality assurance and accreditation (higher education) also fall under the responsibility of MoET.

MoET is led by the Minister, with the support of the Principal Secretary, who is responsible for the overall management and administration of the ministry. The Principal Secretary supervises heads of departments, which include two undersecretaries (administration and school management), the Director of Education, the Teaching Service Commission, the United Nations Educational, Scientific and Cultural Organization (UNESCO) National Commission Secretary General, the Chief Executive Officer of the Sebenta National Institute (non-formal education), the Legal Advisor, the Principal Planning Officer, the Manager of the EMIS and the Executive Secretary of ESHEC. The Undersecretary (Administration) is responsible for the running of the ministry, including personnel and finance affairs, through the human resource, finance and communications departments. The Undersecretary (School Management) is responsible for the effective management and running of schools.

The Director of Education is responsible for all education developments in the sector. Under the Director of Education are three Chief Inspectors, responsible for each of primary, secondary and tertiary education and the Director of Education Testing Guidance and Psychological Services, as well as institutions such as the Examination Council of Eswatini, the National Curriculum Centre and the In-Service Training (INSET) unit. The Chief Inspector Primary is responsible for both ECCDE and primary education at a national level. The Chief Inspector Secondary is responsible for supervising the Senior Inspector for special education needs and ICT, which provide services that cut across the different levels of education in the system. The Chief Inspector Secondary is also responsible for secondary education and leads a pool of senior secondary inspectors who are at the national level. Across the four regions, there are regional secondary education inspectors who report to the national senior education inspectors. Furthermore, there are rural education and skills centres, which fall under the MoET's Secondary Education Department. These centres offer public non-formal basic vocation training and are attached to the schools and administered by school principals.

The Chief Inspector Tertiary is responsible for TVET and tertiary education at national level, open and distance learning (for example, the Emlalati Development Centre), and also supervises college principals, the National Curriculum Centre and the MoET INSET unit. The Director of Education Testing Guidance and Psychological Services is responsible for career guidance and counselling for all learners and supervises the guidance regional officers.

The ministry has extended its services to the grassroots through the establishment of regional education offices in the four regions: Hhohho, Manzini, Shiselweni and Lubombo. These have various units or divisions that are responsible for implementing the policies of the ministry, as well as dealing with schools at the local level. The REOs report administratively to the undersecretaries and technically to the Chief Inspector Primary.

The REOs are positioned at the local level and play a strategic role in the successful implementation of decentralization policies. They are responsible for monitoring administrative, educational and legal activities for schools in the region. One of the key functions of the REOs is monitoring the quality of education through inspections. Their role is limited in terms of allocating resources to schools, mainly because the government system is centralized. Distribution of resources such as grants to schools, teaching and learning materials and posting of teachers is done centrally, with the REOs acting as a link between the schools and MoET.

3.4 Current implementation of existing policies

Education policies highlight the need for continuity across sectors, in order for beneficiaries to progress smoothly through the educational system. The existing policies support the implementation of a uniform and continuous educational system, which is based on the state educational standards and the continuity of educational programmes. It includes the following educational subsectors:

- ECCDE;
- Primary education;
- Secondary education; and
- Post-school education and training (PSET).

3.4.1 Early childhood care, development and education

3.4.1.1 Overview of the ECCDE sector

ECCDE is a national priority for Eswatini and is articulated in some of its key policy documents. The legal and policy instruments guiding the sector include the Constitution of Eswatini of 2005, the United Nations Convention on the Rights of the Child and the National Children's Policy of 2009. The National Education and Training Sector Policy (MoET, 2018c) includes an ECCDE section with the specific policy goal of prioritizing the expansion of equitable access to early learning and quality ECCDE for all children in Eswatini between the ages of 0 and 8 years, and ensures the full integration of the nation's most vulnerable children. The draft Multisectoral ECCDE Framework for 2018–2022 (Eswatini, 2018), which is yet to be approved, aims to build on current service delivery and support systems, promoting cost-effective synergies and coordination of efforts. It necessitates full collaboration among ECCDE stakeholders, including government officials, line ministry staff, service providers, civil society, development partners, academia and the private sector.

At the national level, the Deputy Prime Minister's Office is responsible for the overall coordination of multisectoral ECCDE services across ministries and other implementing entities. ECCDE services are coordinated through the National Children's Coordination Unit in the Deputy Prime Minister's Office. The Deputy Prime Minister's Office works closely with the ministries of education and training, health, local government administration and development, home affairs, agriculture and natural resources to ensure the provision of quality services. The specific services offered by each of these ministries are shown in Table 3.1 (see also Figure 3.3).

These services are offered through a range of service providers. ECCDE services in Eswatini are to a large extent provided by the private sector, including non-governmental organizations, communities, churches and individuals, and are delivered through the following platforms:

- Private/community-based preschools and day-care centres;
- Grade 0 pilot programmes in selected primary schools;
- Neighbourhood care points;
- *KaGoGo* centres; and
- Primary health-care facilities.

Table 3.1: ECCDE interventions and services across government in Eswatini

Key interventions	Implementation agencies	Services offered
Nutrition	Ministry of Education and Training Ministry of Tinkhundla (local government) Ministry of Health Ministry of Agriculture	School feeding Feeding at neighbourhood care points and <i>KaGoGo</i> centres Nutrition services to mothers in health centres and at home
Health	Ministry of Health	Antenatal care, postnatal care and delivery services Immunization, deworming Integrated management of childhood illness Family planning, sexual and reproductive health
Water and sanitation	Ministry of Natural Resources	Access to safe water Adequate sanitation Hygiene/hand washing
Education	Ministry of Education and Training	Maternal education Early stimulation Pre-primary services
Social protection	Ministry of Home Affairs Deputy Prime Minister's Office	Birth registration Provision of OVC grants

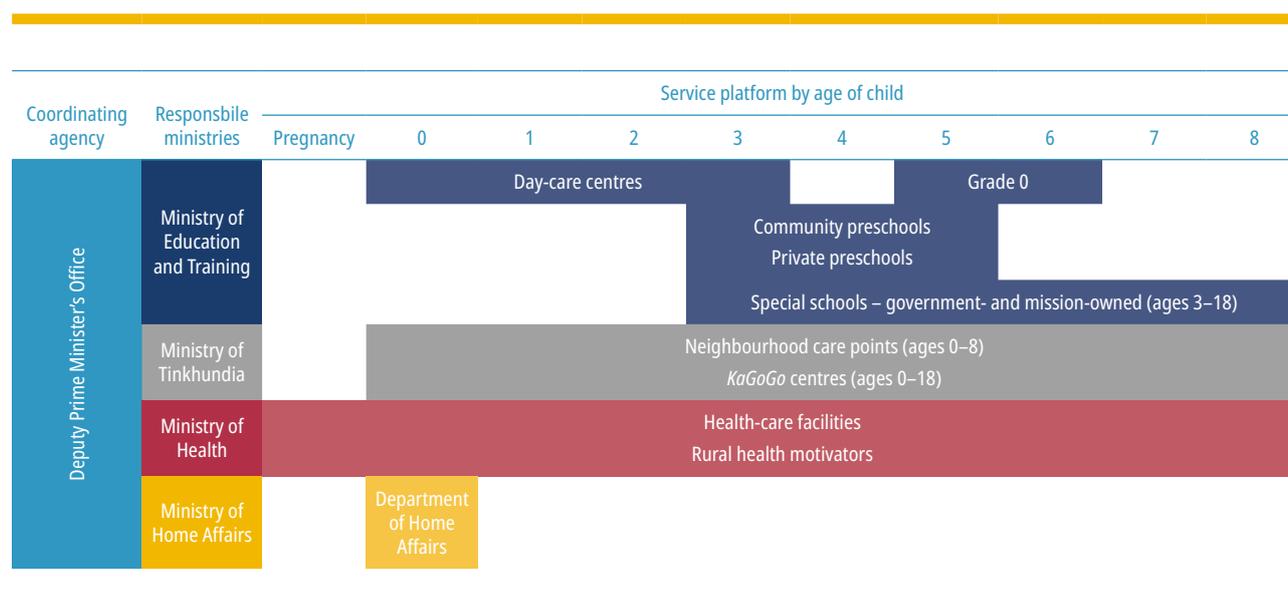


Figure 3.3: ECCDE interventions and services in Eswatini

Source: Education Sector Analysis (World Bank, 2021a)

There are **preschools and day-care centres** in Eswatini that provide care and education services for children under the age of 7 years. In addition, at some centres children are provided with a daily nutritious meal, and teachers are responsible for ensuring that children have received the appropriate vaccinations upon registration. However, the supply of a nutritious meal is not guaranteed and depends on the availability of resources. The preschools (private and community) serve children aged 3–5 years, while day-care centres serve children aged 0–3 years and are privately financed and managed but are required to register with MoET. These centres receive support from MoET in the form of inspections. Preschool education is also provided in special schools such as the School for the Deaf Primary and St Josephs, and inclusive model schools such as Eqinisweni and Embasheni primary schools.

Separately, and financed through the government's education budget, MoET is currently piloting **Grade 0 classrooms** (one year of preschool) in 80 public primary schools located in rural communities throughout the country.

Neighbourhood care points were established to support families dealing with the HIV/AIDS crisis, as well as orphans and vulnerable children. There

are about 1,700 neighbourhood care point centres located in communities and providing services for about 52,000 children under the age of 8 years. An 'ideal neighbourhood care point' is one which provides emotional support and care, along with a regular balanced meal. In 2019, the World Food Programme provided feeding for children aged 2–8 years in most of these sites, while the Government of Taiwan supported feeding programmes for children in another 30 neighbourhood care points. There is no indication of whether or not organized learning takes place at neighbourhood care points.

KaGoGo centres were built and managed by communities – and were largely revived to mobilize communities in response to the HIV/AIDS crisis. Their main role is to provide HIV prevention, care and support services, and they often provide nutrition and education services for children with support from the National Emergency Response Council to HIV/AIDS. The supply of a nutritious meal is not guaranteed as well and may depend on the availability of resources. Both neighbourhood care points and *KaGoGo* centres fall under the Ministry of Tinkhundla.

There are also **primary health care facilities** in Eswatini that provide health and nutrition services to all children. There are about 224 primary health care facilities, as

In 2017, a **relatively large share** of children in **Grade 1** had attended some form of **ECCDE programme**.

well as a large cadre of rural health motivators, who are respected members of the community, and who provide similar services to mothers and young children in their homes. This falls under the Ministry of Health (see Figure 3.3).

3.4.1.2 ECCDE programme attendance

In 2017, a relatively large share of children in Grade 1 had attended some form of ECCDE programme (see Figure 3.4). The programmes attended may include any of those provided by private and community preschools, support from rural health motivators, health care facilities, using nutrition services at *KaGoGo* centres, neighbourhood care points or day-care centres. The most commonly accessed type of programme is private and community preschools (MoET, 2017a).

Access to ECCDE services is lower in Lubombo and Shiselweni than in the Hhohho and Manzini regions. Although gender parity has essentially been reached, disparities in ECCDE access prevail across regions, with children from Shiselweni and Lubombo (the regions with the highest poverty incidence) reporting lower levels of access to any form of ECCDE (58 per cent and 67 per cent), compared to Hhohho and Manzini (86 per cent and 77 per cent, respectively).

3.4.1.3 ECCDE availability and participation

The availability of ECCDE services for children aged 3–5 differs across the four regions. A greater proportion of ECCDE centres are located in Hhohho (31 per cent) and Manzini (30 per cent), compared to 22 per cent in Lubombo and only 17 per cent in Shiselweni. Manzini has the highest share of private ECCDE providers (16 per cent) compared to 11 per cent in Hhohho and 5 per cent in both Lubombo and Shiselweni. This is because Manzini and Hhohho have a lower poverty incidence, and caregivers are more able to pay the generally higher fees at private preschools (see Figure 3.5).

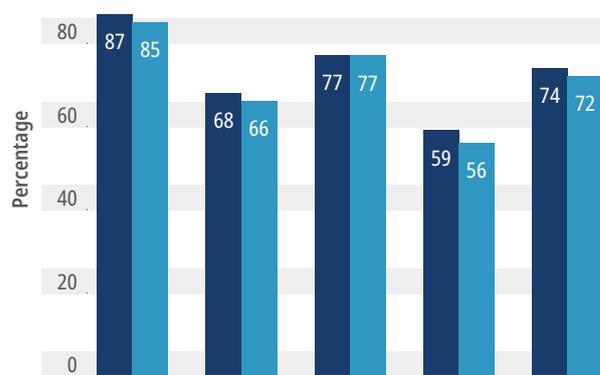


Figure 3.4: Grade 1 students who ever attended an ECCDE programme (by region, 2017)

Source: Education Sector Analysis (World Bank, 2021a)

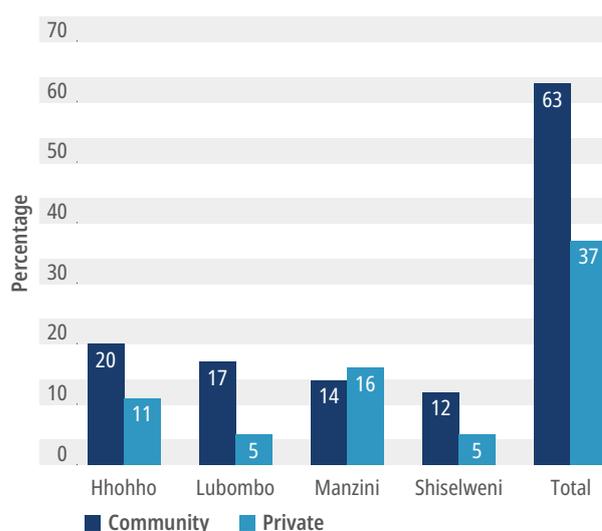


Figure 3.5: ECCDE centres (by region and type, 2000)

Source: MoET (2020a)

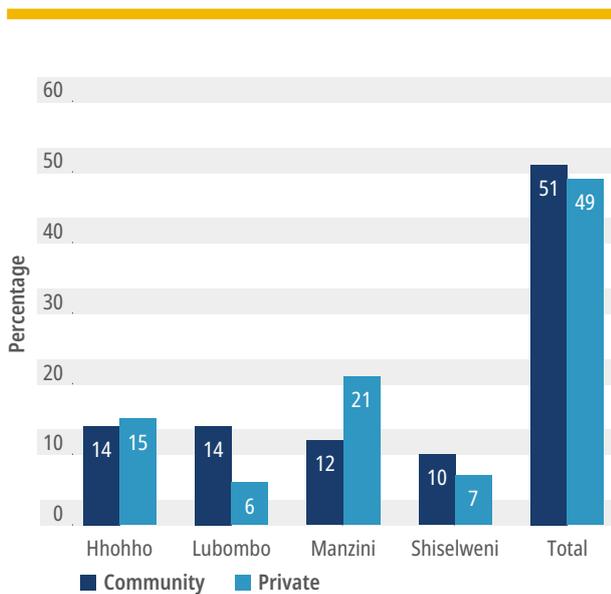


Figure 3.6: ECCDE participation by region and type (2020)

Source: MoET (2020a)

ECCDE attendance has not increased since 2014. In 2014, around 30 per cent of children aged 3–5 years were attending an organized ECCDE programme. This declined slightly to 28 per cent in 2016/17. The Gender Parity Index for ECCDE attendance for this age group was 1.3 in 2014 and 1.2 in 2016/17, indicating that girls are somewhat more likely to attend ECCDE than boys.

There is a large disparity in ECCDE attendance between children in rural areas and their urban peers. In 2016/17, 46 per cent of children in urban locations attended ECCDE compared to only 24 per cent in rural locations. Between 2014/15 and 2016/17, ECCDE attendance for urban children decreased somewhat, while it declined for rural children. Together, these findings show that despite the government's efforts to improve access to ECCDE, much more remains to be done, and that additional measures may be needed in rural areas (see Figures 3.6 and 3.7).

With regard to ECCDE attendance, Eswatini is lagging behind its regional peers. Among children aged 3–5 years in Eswatini only 28 per cent attend an organized ECCDE programme compared to 59 per cent in South Africa, 46 per cent in Lesotho and 39 per cent in Malawi (see Figure 3.8).

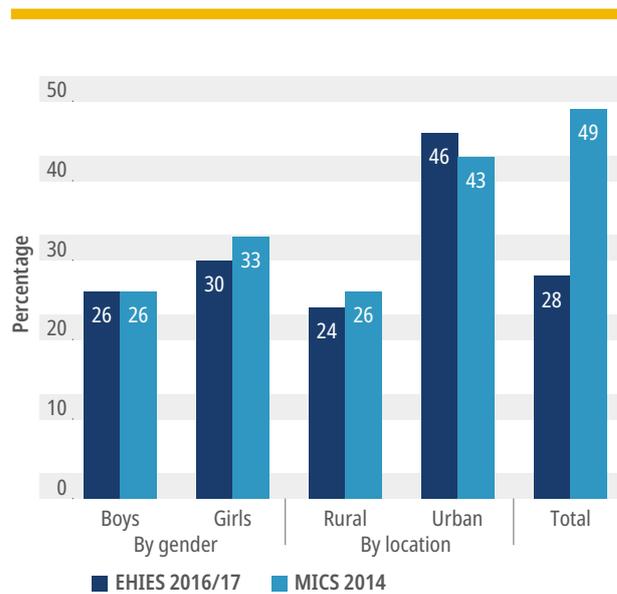


Figure 3.7: ECCDE attendance (2014 and 2016/17)

Source: Education Sector Analysis (World Bank, 2021a)

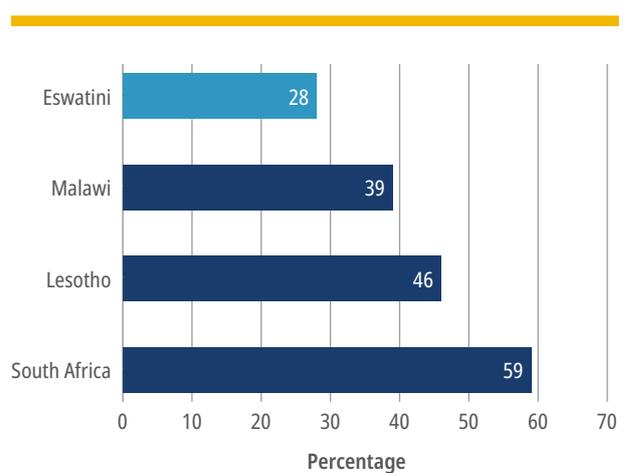


Figure 3.8: Regional comparison of ECCDE attendance (most recent available year)

Source: Education Sector Analysis (World Bank, 2021a)

There is high demand for Grade 0 in rural areas. In order to improve access to ECCDE, the government started to roll out a Grade 0 pilot across 80 public primary schools in Eswatini in 2018 (13 per cent of all primary schools in the country) followed by implementation from 2019 onwards. A recent assessment found that there is a high demand for Grade 0 programmes (MoET, 2020a). MoET trained a pool of ECCDE teachers, procured learning materials, developed a standard



Figure 3.9: Enrolment in primary and secondary education (2009–2018)

Source: Education Sector Analysis (World Bank, 2021a)

curriculum for Grade 0 (which needs to be finalized) and identified primary schools where there was space for Grade 0 classrooms in rural communities.

Support for early learning by household members is low in Eswatini. Only 39 per cent of children aged 3–5 years had engaged with an adult household member in four or more activities that promote learning and school readiness; very few children have books at home (6 per cent of households own three books or more); and nearly 17 per cent of children under the age of 5 are left alone or with an older sibling who is only 10 years or younger (CSO and UNICEF, 2016). Given these challenges, it is not clear how many children could be school ready unless they have attended quality ECCDE services.

3.4.2 Primary and secondary education

3.4.2.1 Overview of the sector

There have been substantial improvements in access, participation and retention at the primary and secondary levels since the introduction of FPE in 2010. Eswatini is now very close to achieving universal access to primary education.

Since 2010 there has been a substantial increase in enrolment in junior and senior secondary education (see Figure 3.9). This is mainly the result of the larger than normal cohort of students that started Grade 1 in 2010, when the FPE programme was introduced, moving through the education system. Primary enrolment jumped from 231,449 in 2009 to 241,231 in 2010, and then gradually declined to 237,058 by 2018. Junior secondary enrolment remained largely stable in the first few years after FPE was introduced but then started to rise, reaching 76,565 in 2018 – a 26 per cent increase. Enrolment in senior secondary education increased by even more (40 per cent), to 38,722 students in 2018.

Over the last decade, the GER has risen substantially for both junior education (by 25 percentage points) and senior secondary education (by 23 percentage points) as access has improved.⁷ More students have also completed primary and junior secondary education. Another major achievement is gender parity in participation in both primary and secondary education, reflecting equality in access for boys and girls. Gender

⁷ The high figures for the gross enrolment ratio (131 per cent in 2010, and apparently still rising) could be misleading as they are artificially inflated by the high rates of repetition.

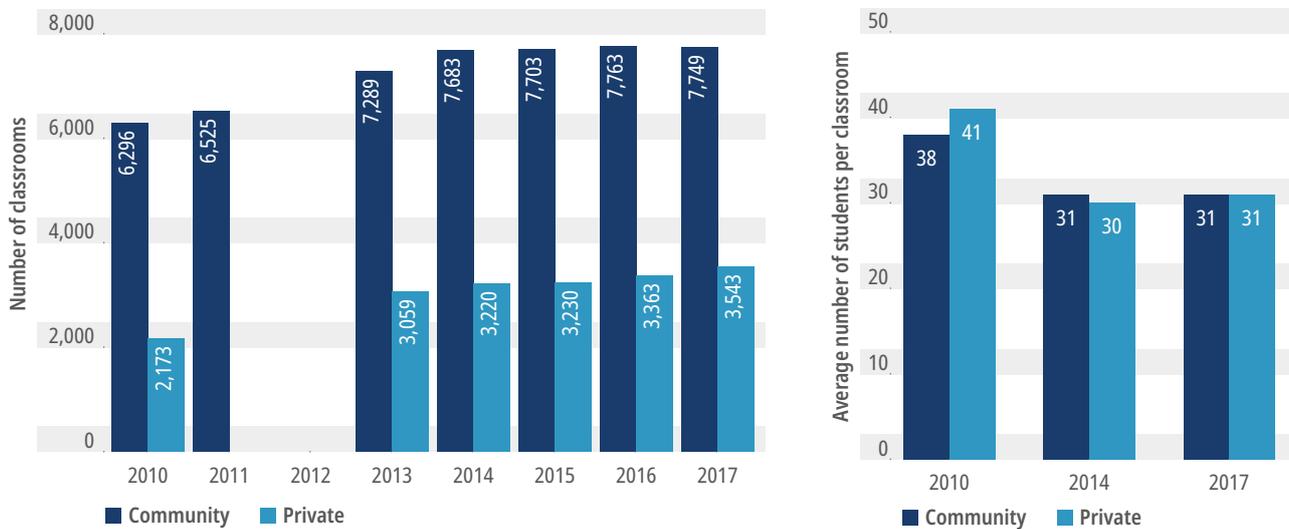


Figure 3.10: Number of classrooms and average student classroom ratios (2010–2017)

Source: Education Sector Analysis (World Bank, 2021a)

equality, with 48 per cent of enrolment being female, is relatively high but is still not quite complete.

The school environment has become more positive in several ways. One is student-to-teacher ratios. The allocation of teachers to primary and secondary schools is largely determined by the number of students enrolled. Average student-to-teacher ratios, 29:1 at primary level and 18:1 at secondary level, are in line with those set out in the previous ESSP, and compare favourably in the region, with opportunities for more personalized engagement of teachers and students. Infrastructure is another. In anticipation of the increased demand for education with the introduction of the FPE programme in 2010, school infrastructure was expanded through a community participatory

approach whereby the community built the structure to roof height and the government provided roofing and fittings. As a result, between 2010 and 2017 the average number of students per classroom declined from 38 to 31 for primary education and from 41 to 31 for junior secondary education (see Figure 3.10). This was despite the increase in enrolments.

3.4.2.2 Transition, retention and completion

Transition from one education level to the next is relatively high but this is after large shares of students have already dropped out at the preceding levels. Since 2014, the transition rate from primary to junior secondary level remained at around 93 per cent (using EHIES 2016/17 data [World Bank, 2018b] the estimated transition rate is 91 per cent). This suggests that there

Between 2010 and 2017 the **average number of students** per classroom **declined from 38 to 31** for primary education and **from 41 to 31** for junior secondary education.

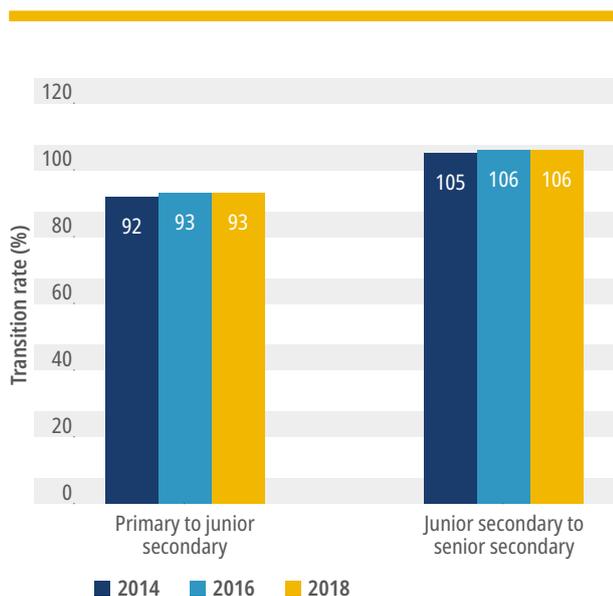


Figure 3.11: Transition rates for primary and secondary education (2014, 2016 and 2018)

Source: Education Sector Analysis (World Bank, 2021a)

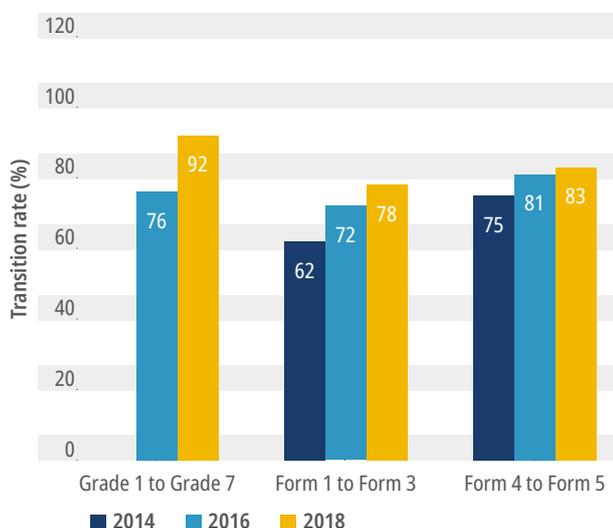


Figure 3.12: Retention rates for primary and secondary education (2014, 2016 and 2018)

Source: Education Sector Analysis (World Bank, 2021a)

are barriers that prevent some primary graduates from progressing to this level (see Figure 3.11). Over the same period, the transition rate between junior and senior secondary has stayed at around 106 per cent; this rate is inflated by restarters and under-reporting of repetition, and compares to an estimated transition rate of 78 per cent when household survey data are used. Another important point is that these transition rates are for the students who stay in school until completion of Grade 7 and Form 3, but before these two points many students have already dropped out of school.

While retention rates within the primary, junior secondary and senior secondary cycles have increased, there is need for further improvement. An estimated 92 per cent of students who accessed primary education completed the full cycle in 2018, up from 76 per cent in 2016 (see Figure 3.12). The students who do not stay in the system until the final grade of primary education will not have achieved all expected skills and will not be able to continue to the next level. This puts them at a great disadvantage compared to their peers who do. Retention within the junior secondary cycle increased from 62 per cent to 78 per cent between 2014 and 2018, and within senior secondary it rose from 75 per cent to 83 per cent over the same period. Although these are large increases, 22 per cent in the junior secondary cycle and 17 per cent of students in the senior secondary cycle are not expected to make it to the final respective grades, and this is after large shares of students have already left the system at previous levels. This shows further action is needed to retain students within each of the cycles. Overall, only an estimated 54 per cent of students who start primary education are expected to make it to the end of junior secondary education.

Completion rates have improved for junior and senior secondary education. Between 2014 and 2018, the access rates to the final grades of junior education rose from 53 per cent to 72 per cent, and for senior secondary education rose from 44 per cent to 59 per cent – based on administrative data. Using household survey data, the gross intake rate to Form 3 was 61 per cent in 2017, while access to Form 5 was 48 per cent. Regardless of the type of data used it is clear that many students do not make it to the final grade of the

junior and senior secondary cycles. Figure 3.13 shows the gross intake rates to the first and final grade of each educational cycle – Grades 1 and 7; and Forms 1, 3, 4 and 5).

3.4.2.3 Access and participation

Although access to junior secondary education and senior secondary education has increased, many children are still not accessing these levels.

Using household survey data, the access rate to Form 1 is 80 per cent and to Form 4 is 52 per cent. The substantial difference in these rates is because of overage enrolment substantially increasing for later grades and restarters (e.g., in Form 1, 70 per cent of students are two or more years older than the official school age for this grade). It is therefore evident that there is a need to improve access to both junior and senior secondary levels.

The net enrolment rates (NERs) for junior and senior secondary levels are very low because of the extensive overage enrolment. Since late entry and repetition are common, age-specific enrolment rates (ASERs) are calculated. (The ASER adds two years to the official starting age for each level). At primary level the difference between the two rates is only three percentage points – with a NER of 92 per cent and ASER of 95 per cent. At junior secondary level the ASER is 51 per cent, compared to the NER of 31 per cent – a 20 percentage point difference. By senior secondary level this difference decreases, with an ASER of 25 per cent compared to the NER of 14 per cent. The large increase in the difference between the NER and the ASER between primary and secondary level is because of repetition (see Table 3.2).

The GER for primary education is high but has declined somewhat since 2010, mainly because of enrolment becoming more age appropriate (see Figure 3.14). It declined from 132 per cent in 2010 to 126 per cent by 2018.⁸ The main reason is that overage students who enrolled in response to the introduction of the

⁸ The GER is over 100 per cent because of overage enrolment: many students are older than the age they should be for the grade they are in. The overage enrolment is the result of late entry to primary education and grade repetition.

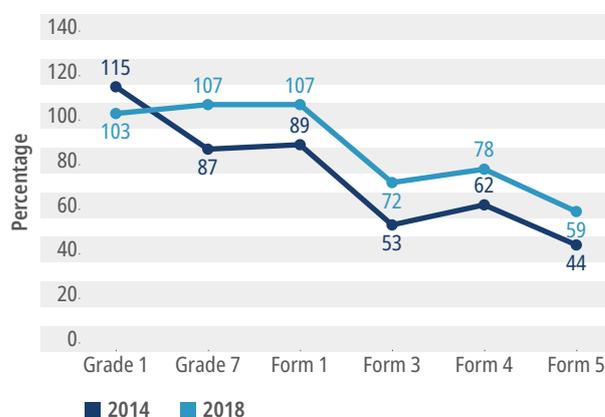


Figure 3.13: Completion (gross intake rates for the first and final grade of each cycle of primary/secondary education)

Source: Education Sector Analysis (World Bank, 2021a)

Table 3.2: NER and ASER by education level (2017)

Level enrolled in	Age group for NER	NER	Age group for ASER	ASER
Primary	6–12 years	92%	8–14 years	95%
Junior secondary	13–15 years	31%	15–17 years	51%
Senior secondary	16–17 years	14%	18–19 years	25%

Source: Education Sector Analysis (World Bank, 2021a)

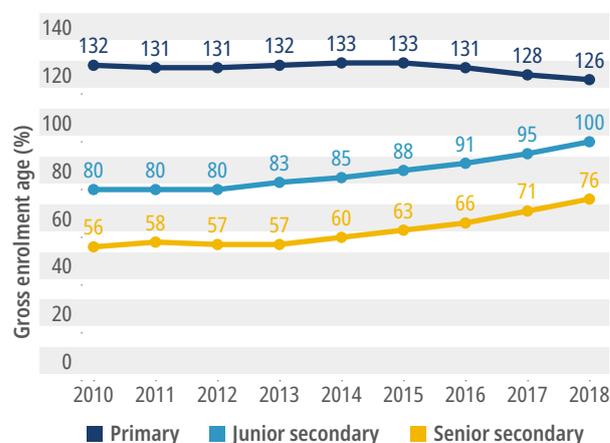


Figure 3.14: GER by education level (2010–2018)

Source: Education Sector Analysis (World Bank, 2021a)

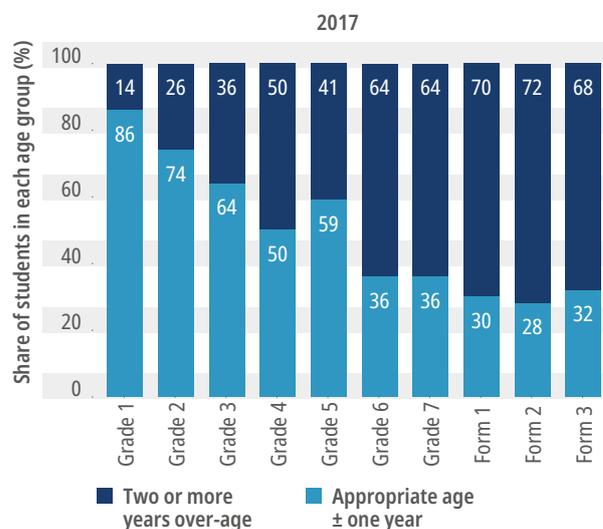
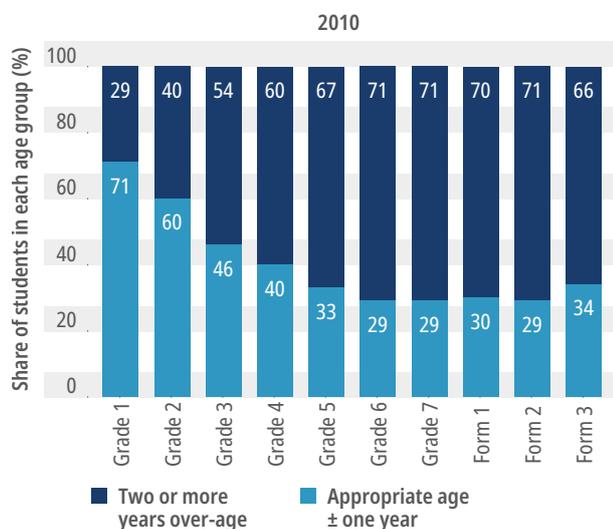


Figure 3.15: Age appropriateness for grade level (2010 and 2017)

Source: Education Sector Analysis (World Bank, 2021a)

FPE programme are now exiting primary education. As mentioned earlier, there was also a slight decline in total enrolment over the period. The GER clearly shows that the primary system has the capacity to accommodate the primary-school-aged population.

There has been notable improvement in participation in primary and secondary education since the introduction of FPE in 2010. The implementation of the FPE programme was gradual and started with Grades 1 and 2 in January 2010 in all public schools, followed by Grade 3 in 2011, Grade 4 in 2012 and so on, until all the primary grades were covered by 2015 (MoET, 2014) (see Figure 3.15). As a result, the number of new entrants into Grade 1 jumped from 30,000 in 2009 to just over 35,000 in 2010, equivalent to an 18 per cent increase. In 2011 the number of new entrants declined to about 30,600 before returning in 2013 to roughly the same level as in 2009 (see Figure 3.16). This shows that the FPE programme enabled the enrolment of children who were previously unable to start primary school because of fees. A very large share of these children were older than the official school starting age of 6 years. However, despite the distribution of FPE grants, some schools have been charging top-up fees, which can restrict access and reduce retention, particularly for orphaned and other vulnerable children.

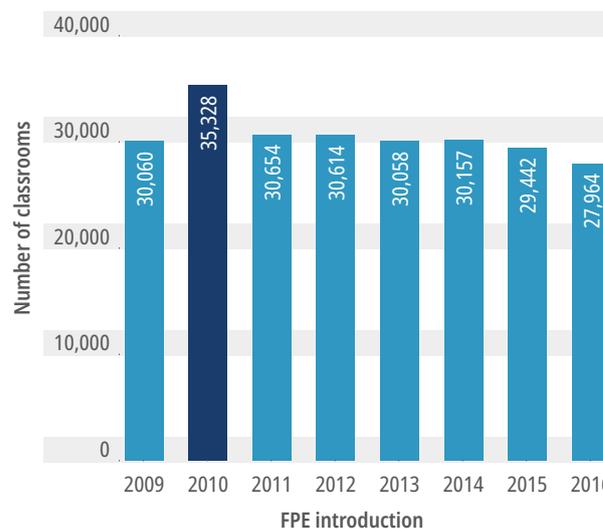


Figure 3.16: New entrants into Grade 1 before and after the introduction of FPE in 2010

Source: Education Sector Analysis (World Bank, 2021a)

Gender parity for participation has essentially been achieved for primary and secondary levels (see Figure 3.17). There is only a 2–4 percentage point difference in enrolment for female and male students at each of the three levels.

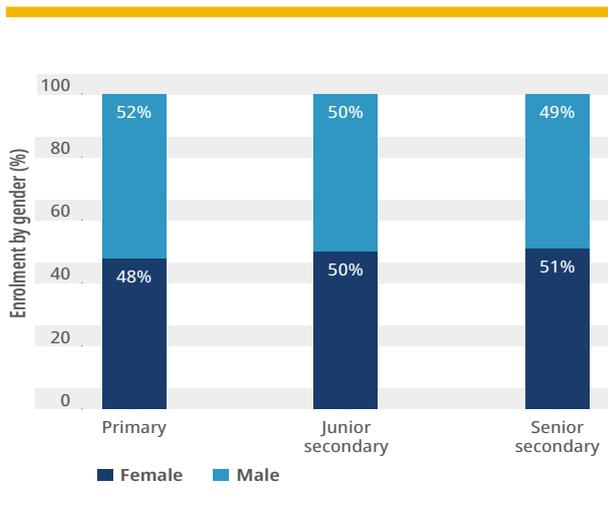


Figure 3.17: Enrolment shares by gender and education level (2018)
 Source: Education Sector Analysis (World Bank, 2021a)

Access to primary education is near universal for both boys and girls, and access to secondary level along gender lines is largely similar. Using administrative data, the access rate to Grade 1 is 103 per cent for girls and 104 per cent for boys, and for Form 1 the access rate is 111 per cent for girls compared to 104 per cent for boys. Using household survey data, access to this level is very similar for boys (79 per cent) and girls (81 per cent). Based on administrative data, the access rate to Form 4 for girls is 80 per cent while for boys it is 75 per cent.

There are essentially no differences in completion for boys and girls across the education levels (see Figure 3.18). The gross intake rate in the final grade of primary is 110 per cent for girls compared to 104 per cent for boys, and at junior secondary level it is 74 per cent for girls and 70 per cent for boys (see Figure 3.18). By the end of senior secondary, 59 per cent of both boys and girls are estimated to complete. Using household survey data, about 88 per cent of boys and 89 per cent of girls are likely to complete primary education; 61 per cent of boys and 60 per cent of girls to complete junior secondary level; and 48 per cent of boys and 47 per cent of girls to complete the senior secondary cycle. Looked at as a whole, this suggests that there is essentially gender parity in both access and completion.

Regarding the rural and urban divide, rural poor children are the most disadvantaged in terms of access and completion at each level, while urban rich

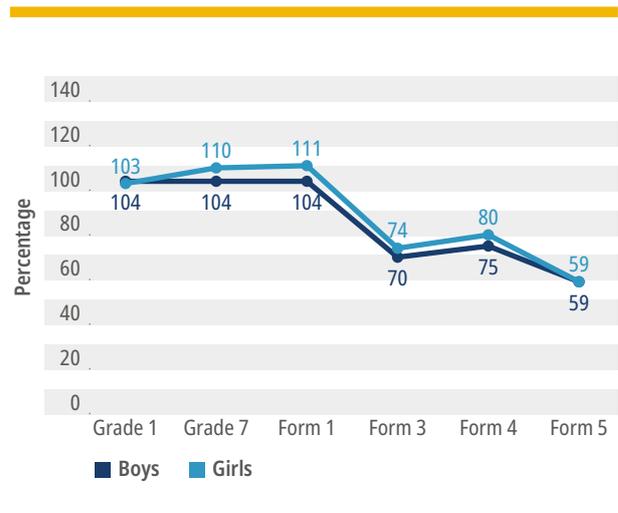


Figure 3.18: Schooling profile by gender (2018)
 Source: Education Sector Analysis (World Bank, 2021a)

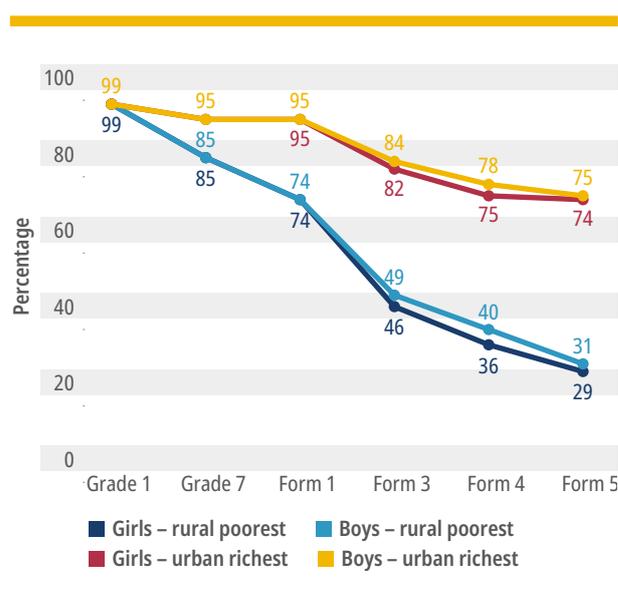


Figure 3.19: Schooling profile for the most disadvantaged and most advantaged groups
 Source: Education Sector Analysis (World Bank, 2021a)

children are the most advantaged (see Figure 3.19). The estimated probability of accessing junior secondary education for the rural poorest boys and girls is only 73–74 per cent, compared to 95 per cent for the urban richest boys and girls.

The disparity is larger still at senior secondary level, with 36 per cent of the rural poorest girls and 40 per cent of boys) accessing this level, while 78 per cent of

the urban richest boys and 75 per cent of girls access this level. Interestingly, primary completion is not universal, even for the most advantaged group (95 per cent) and is much lower for the most disadvantaged group (85 per cent). This indicates substantial dropout rates for this group at an early level. There is a 38 percentage point difference in junior secondary completion for the most disadvantaged (46 per cent) and most advantaged group (84 per cent), and a considerable 46 per cent percentage point difference in senior secondary completion (29 per cent and 75 per cent, respectively). These stark disparities call for targeted measures to improve access and completion for rural poor girls and boys; this would also help to reduce regional disparities.

3.4.2.4 Out-of-school and orphaned children

Although retention has improved, a large number and share of children of secondary school age are out of

school, in particular in the 15–19-year-old age group, with an estimated 22,000 being out of school, which is equivalent to 17 per cent of this age group. In the 20–26-year-old age group, almost 105,000 individuals are out of school, which is an estimated 79 per cent. This is mainly the result of individuals dropping out (an estimated 76 per cent), but in this age group a larger share have completed their desired level (23 per cent). For those still in school (21 per cent), some are attending senior secondary education and some are attending tertiary education (see Table 3.3).

The shares of orphaned children enrolled in primary and secondary education are very high (see Figure 3.20). This creates additional demands on the education system. Using household survey data, in Grade 1 in 2016/17, 11 per cent of students were orphaned and this share rises gradually to 30 per cent by Grade 7. The peaks are in Form 2 and 3, where 38 per cent and

Table 3.3: Estimated number and share of out-of-school children by age group (2016/17)

Age group	Total	In school	Out of school	Among those out of school:	
				Completed desired level	Dropped out
15–19	130,714	108,715 (83%)	21,999 (17%)	2,947 (13%)	19,052 (87%)
20–26	132,728	28,180 (21%)	104,549 (79%)	24,396 (23%)	80,153 (77%)
Total	263,442	136,895	126,548	27,343	99,205

Source: Education Sector Analysis (World Bank, 2021a)

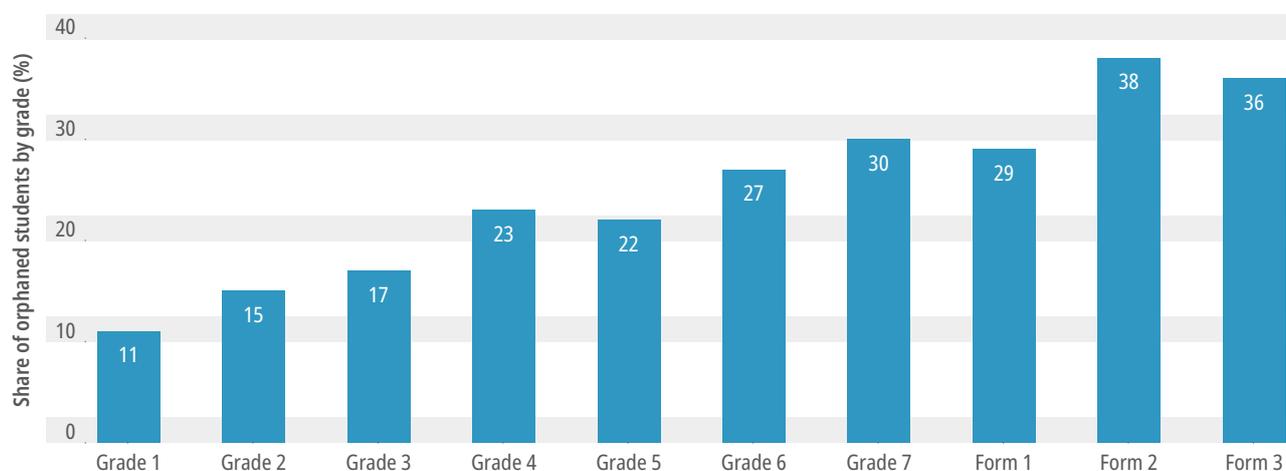


Figure 3.20: Share of orphaned students by grade (2016/17)

Source: Education Sector Analysis (World Bank, 2021a)

36 per cent of students, respectively, are orphaned. The shares of orphaned boys and girls are roughly similar across the grades. The large shares of orphaned students create additional demands on the education system, because of this group being in need of extra support both financially and academically. The OVC education grants for secondary students are designed to reduce the financial barriers to education for this group of children. However, tailored academic support to these students is not currently available.

Compared to their peers, orphaned students are more likely to drop out because of the cost of schooling, and pregnancy among girls. They are less likely to drop out because of poor performance. The most common reason for orphaned students aged 15–21 years dropping out was the cost of schooling (40 per cent), and this was a more common reason than for non-orphaned children (36 per cent) (World Bank, 2021a).⁹ Orphaned students were also more likely to drop out because of becoming pregnant (22 per cent compared to 18 per cent). When it comes to poor performance leading to dropout, this was less common for orphaned students (13 per cent) than for non-orphaned students (19 per cent) (see Figure 3.21).

3.4.3 Post-school education and training

3.4.3.1 Overview of the sector

PSET in Eswatini comprises a considerable range of post-school educational options, including university

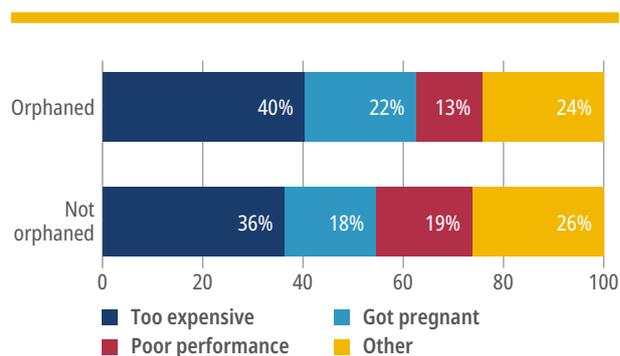


Figure 3.21: Reasons for dropping out of school for orphaned and non-orphaned children

Source: Education Sector Analysis (World Bank, 2021a)

and other tertiary education, and formal and not formally registered TVET programmes. It also includes adult and non-formal education, which address foundational and vocational skills training. Owing to a fragmented and inadequate regulatory environment, precise information on providers and participation in PSET is hard to obtain. Table 3.4 summarizes basic data on post-school educational subsystems, using that recorded by the EMIS and ESHEC.

To raise the quality and relevance of services provided, ESHEC was established in 2015. It was charged with developing and implementing a quality assurance system for tertiary education and TVET, including registration and accreditation of all institutions, the

Table 3.4: Number of registered PSET institutions (2019) and enrolment (2017)

Subsector	Type of institution	No. of institutions (2019)	Enrolment (2017)
Tertiary education	Public universities	1	6,718
	Private universities	3	4,660
	Public teacher training colleges	2	996
	Public non-teacher training colleges	13	n/a
	Private non-TVET colleges (accredited)	29	n/a
	Total tertiary		48
Tertiary education students abroad	South African universities	n/a	4,965
	Tertiary education students outside South Africa	n/a	491
	Total tertiary education abroad		5,456

Note: n/a = not available

⁹ This is despite the OVC education grants that are intended to reduce the financial barriers to education for this group.

Subsector	Type of institution	No. of institutions (2019)	Enrolment (2017)
Formal TVET	Public TVET institutions	5	1,694
	Private TVET institutions	29	n/a
	Total TVET	34	1,694
Adult and nonformal education	Sebenta National Institute, vocational	Decentralized delivery locations	599
	Sebenta National Institute, non-vocational		2,851
	Distance education (Emlalati Development Centre)	Distance education	519
	Adult education centres	8	322

Source: Education Sector Analysis (World Bank, 2021a)

Note: n/a = not available

Table 3.5: Number of students by university (2017)

University	Number of enrolled students
Eswatini Medical Christian University	162
Limkokwing University of Technology	2,374
Southern Africa Nazarene University	2,124
University of Eswatini (UNESWA)	6,718
Total	11,378
Swazi students at South African universities	4,965

Source: EMIS

development of standards, quality promotion and institutional audits.

Recognizing the importance of science, technological innovation and digital skills, the government recently established the Royal Science and Technology Park under the Ministry of Information, Communication and Technology. This is divided into two divisions, the IT Park and the Biotechnology Park. The Advanced School of IT, located at the Royal Science and Technology Park, is operated by a private company, Aptech Limited, a global retail and corporate training provider. The establishment of the Advanced School of IT is seen as a way of increasing the number of IT graduates in Eswatini and improving the quality and relevance of graduates' digital skills. Hopefully this will lead to an IT-literate Swazi society that is capacitated in software development, multimedia, cyber security and forensics, and hardware and networking.

3.4.3.2 Tertiary education

Tertiary education is regulated by ESHEC in terms of the Higher Education Act of 2013, and comprises all learning programmes that start after secondary education and lead to higher qualifications (ESHEC, 2013). In 2019, four universities were registered, including the public University of Eswatini (UNESWA), which, established in 1982, is the largest tertiary institution in the country, as well as three younger and smaller private universities. This is complemented by 44 colleges, of which 15 are public and 29 are private. These colleges include teacher training colleges and other specialized learning institutions that focus on one professional segment such as the medical professions, as well as colleges with a broader range of programmes, with IT and business management programmes predominating. Many of the private tertiary institutions are affiliated with foreign tertiary education institutions, originating, for example, in South Africa, Zimbabwe, Malaysia, Botswana or India (see Table 3.5).

Overall, access to tertiary education is limited. However, it has increased, with a considerable number of Swazi youth studying abroad. In 2017, university education was provided to more than 11,000 students, more than half of whom were enrolled at UNESWA (see Figure 3.22).

Over the past decade, university enrolment has increased both absolutely and relatively,¹⁰ but participation rates are still low compared to other countries in the region. The university participation rate (number of students per 100,000 inhabitants)

¹⁰ The drop in enrolment in 2017 compared to the year before is due to a reduction in the intake of the Eswatini Medical Christian University following accreditation issues. In 2020, enrolment recovered to the level of approximately 250 students. (Information provided by the university management).

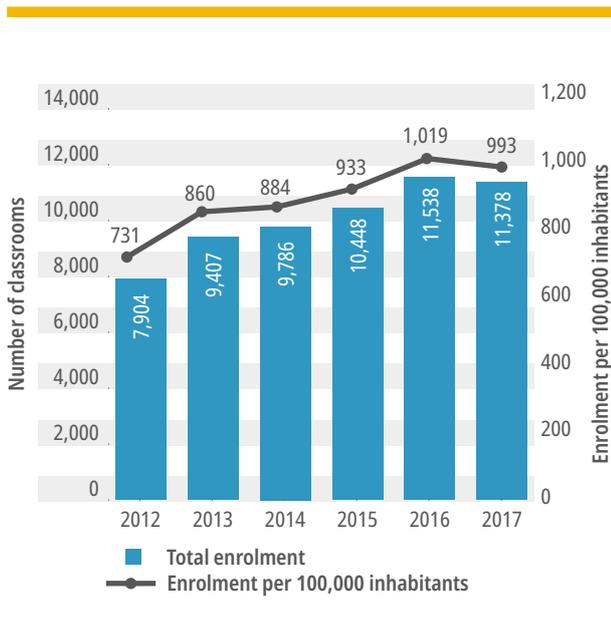


Figure 3.22: University enrolment and participation in Eswatini (2012–2017)

Source: Education Sector Analysis (World Bank, 2021a)

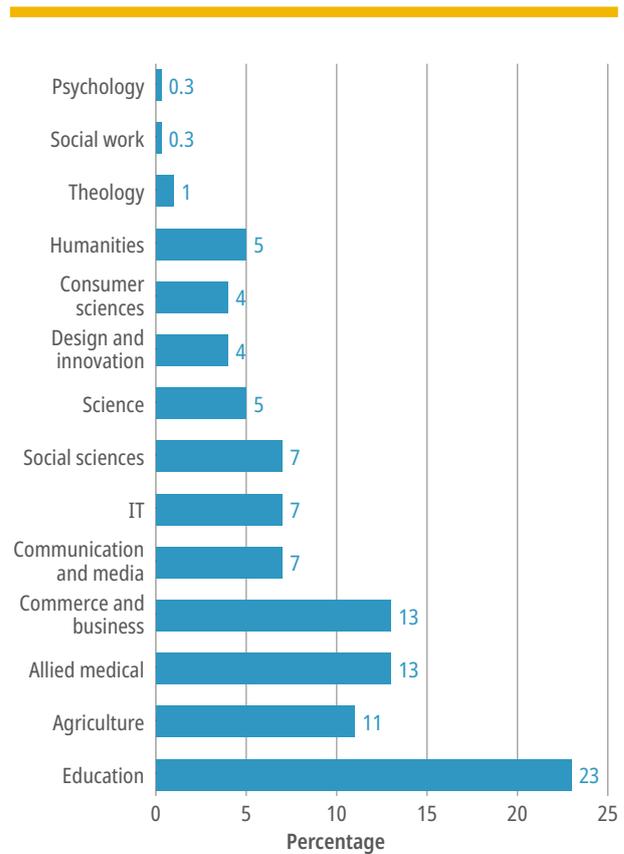


Figure 3.24: Eswatini university programmes

Source: Education Sector Analysis (World Bank, 2021a)

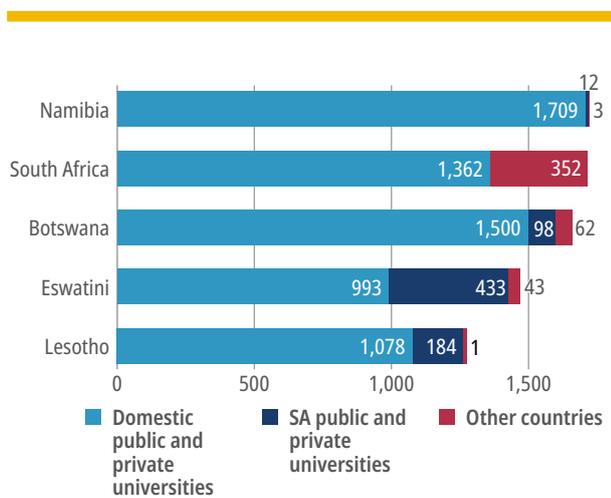


Figure 3.23: Regional comparison of university participation (2017)

Source: Education Sector Analysis (World Bank, 2021a)

in Eswatini was 993 in 2017, compared with 1,709 for Namibia and 1,500 for Botswana. The participation rate, however, increases to 1,426 if Swazi youth studying abroad are included. Overall, 32 per cent of all Swazi university students (5,456 in total) are enrolled in tertiary education institutions abroad, mainly in South Africa (MoET, 2017a) (see Figure 3.23).

Females are well represented in Eswatini universities. The share of female students across universities has been 50 per cent and above since 2012, reaching a peak of 54 per cent in 2016 and 2017. The private Limkokwing University of Technology was the only institution with a level below the 50 per cent threshold, with a female participation rate of 46 per cent in 2017.

The university programmes are overwhelmingly undergraduate programmes (see Figure 3.24). Only 4 per cent of all students are enrolled in postgraduate studies. Available information suggests that Swazi students have to go to South Africa to advance their education at the postgraduate level. Of all Swazi students enrolled in postgraduate programmes, 56 per cent were enrolled in South Africa, compared to only 13 per cent of undergraduate students. Enrolment shares by department in the four universities reveal a striking neglect of science, technology, engineering and mathematics (STEM) programmes, raising

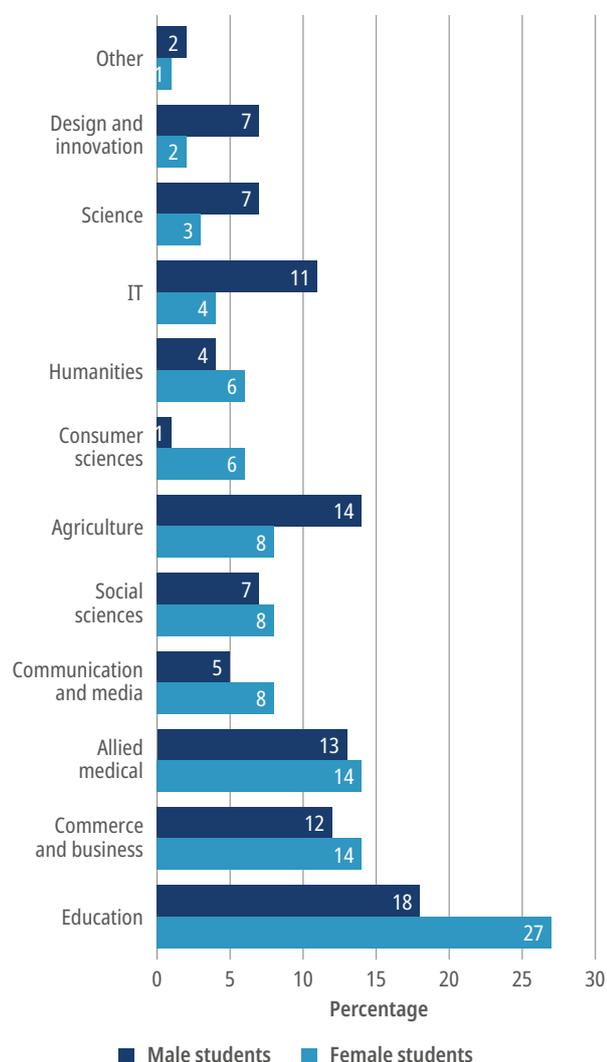


Figure 3.25: Undergraduate enrolment by department and gender (2017)

Source: Education Sector Analysis (World Bank, 2021a)

concern about the relevance of the tertiary education sector in relation to the labour market. Education is by far the most important programme in terms of employment, followed by commerce/business, the medical professions and agriculture. In contrast, only 5 per cent of students opted for science subjects, and 7 per cent for IT-related programmes. This pattern is even more pronounced among female students, where enrolment in science programmes is only 3 per cent, and 4 per cent in IT programmes (see Figure 3.25).

Distance education is a substantial sector, catering for 15 per cent of the total enrolment in Eswatini's university

student population. Programme concentration in distance education is high, with 70 per cent of students enrolled in three programmes: education, commerce and psychosocial support. Half (49 per cent) of all Swazi students who are pursuing distance education are enrolled with universities in South Africa.

In the field of non-university tertiary education, there are two public teacher training colleges (Ngwane Teacher Training College and William Pitcher College), enrolling some 1,000 students in 2017, together with 13 public non-teacher training colleges and 29 accredited private non-TVET colleges.

3.4.3.3 Tertiary and vocational education and training

Eswatini has one of the highest rates of youth unemployment in Africa (Mavundla et al., 2015). The 2016 Integrated Labour Force Survey (MoLSS, 2018) reports that the level of labour underutilization in Eswatini is at 34.3 per cent. The unemployment rate among youth aged 15–25 years is as high as 47.4 per cent (MoLSS, 2018), while the unemployment rate for those young people with secondary and high school level of education is even higher, at 62.1 per cent (MoLSS, 2018). In addition, 17 per cent of young people are not in education, employment, or training. Of those young people who are employed, 40 per cent are in vulnerable employment and 77 per cent in informal employment (Eswatini, 2020b).

MoET, MoLSS and the Ministry of Public Service are the key ministries responsible for human resource planning and development in the country. TVET is supplied at the secondary and tertiary level under MoET's Chief Inspector Tertiary, while apprenticeship training and trade testing are regulated by the Department of Industrial and Vocational Training in the MoLSS. Many institutions, however, operate outside of the regulatory framework and offer programmes leading to in-house certificates and trade testing; and/or they award foreign qualifications, including from City and Guilds, Microsoft, CISCO, the Association of Chartered and Certified Accountants and others (see Figure 3.26).

The key challenge is the mismatch and shortage of skills and competencies that can support sustainable business and industrial growth. Indeed, the National

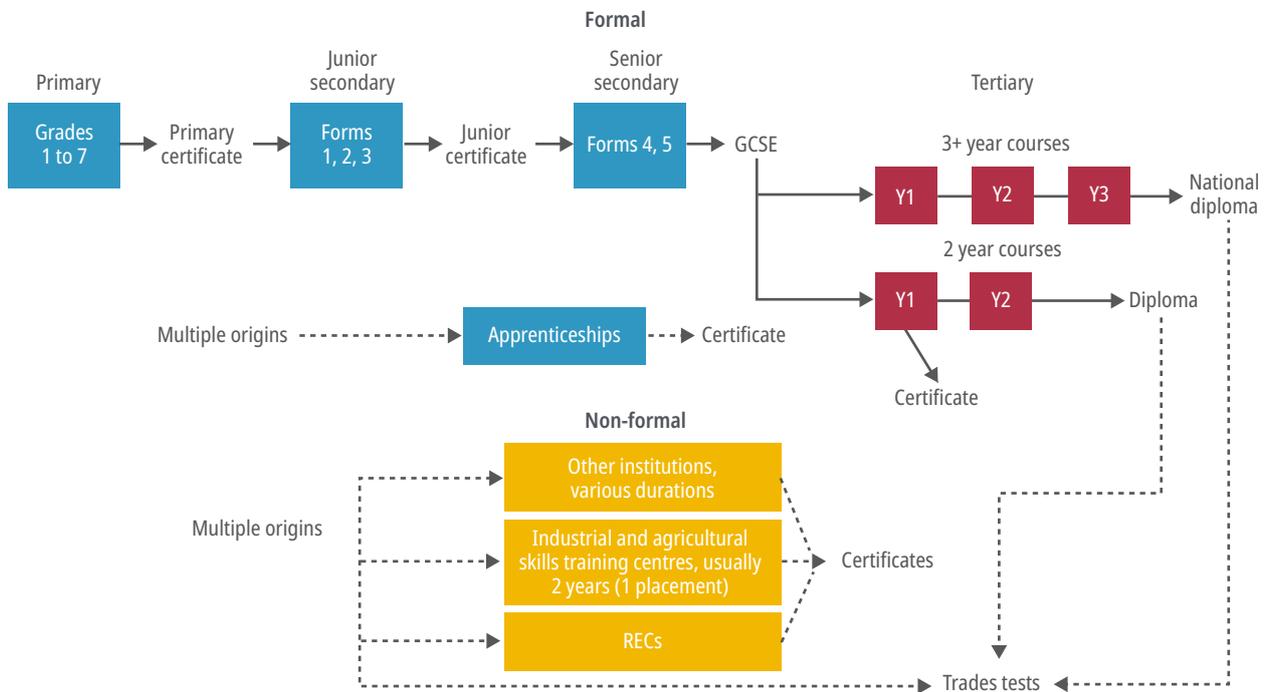


Figure 3.26: Structure of the TVET sector

Source: Education Sector Analysis (World Bank, 2021a)

Development Plan (2019/20–2021/22) alludes to the problem of the mismatch between skills developed by local tertiary institutions and the skills demanded by the labour market in the country, as well as the general shortage of highly specialized skills in key sectors that could be nudging Eswatini onto a higher growth trajectory. This is confirmed by companies which consistently highlight the skills mismatch and gap in the labour market.

The NDP (2019/20–2021/22) addresses these shortcomings under Outcome 3 (enhanced social and human capital development) and aspires to promote the skills development and employability of adolescents and young people by implementing the following strategies:

- Improve the education system to develop current and future skills;
- Enhance access to quality education at all levels;
- Increase TVET opportunities;
- Empower youth to harness their potential and increase self-employment;

- Get more youth involved in sports, arts and culture as a means of earning a livelihood; and
- Provide targeted safety nets for youth and other vulnerable groups to actively participate in the economy.

For skills to be relevant to the labour force and be recognized by employers, they have to meet certain set quality standards. In 2020, the Eswatini Qualifications Framework was approved by the cabinet to strengthen the validity and recognition of the qualifications produced by the country's education system. The qualifications framework has the following core functions:

- To ensure better vertical and horizontal articulation of programmes with clear pathway arrangements so that trainees can move across levels of TVET, and between TVET and higher education.
- To improve the credibility and quality of qualifications and training programmes so that qualifications and skills obtained are comparable

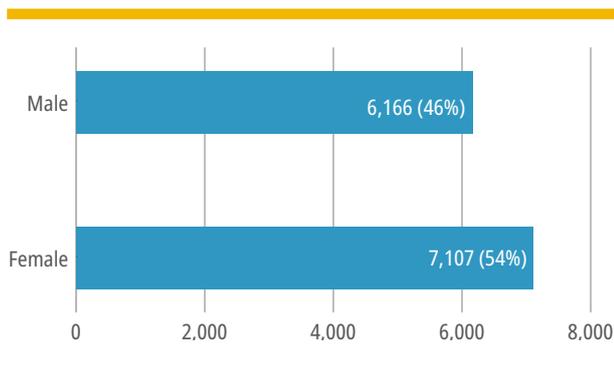


Figure 3.27: Number of trainees enrolled with education and training providers (2019)

Source: Skills Audit (Eswatini, 2020b)

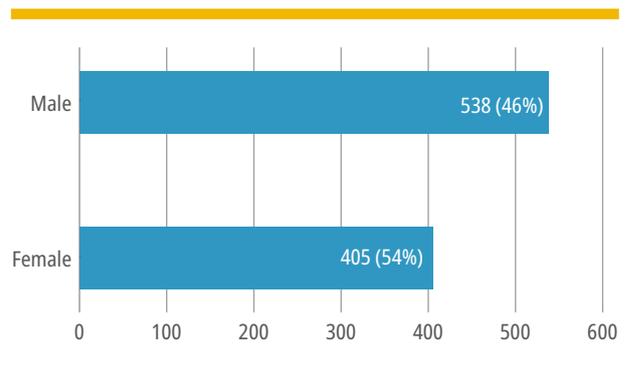


Figure 3.28: Number of education and training provider training personnel (2019)

Source: Skills Audit (Eswatini, 2020b)

with other countries and within the Southern African Development Community.

- To ensure the portability of prior learning and competences.
- To ensure that training programmes are properly adapted to market needs and quality assured.

Access to TVET is increasing with new institutions being added and others in the pipeline to be opened soon. In 2020, the skills audit exercise was based on a total of 31 TVET institutions registered by ESHEC. In 2019, a total of 13,273 trainees were enrolled with 20 education and training providers,¹¹ out of which 7,107 (54 per cent) were female and 6,166 (47 per cent) male (see Figure 3.27).

For the 20 education and training providers, there are 943 training personnel, out of which 405

(43 per cent) are females and 538 (57 per cent) males (see Figure 3.28).

Currently, public formal TVET is limited to 10 occupational fields focusing on traditional technical trades, education, business professions, IT and agriculture. The most important programmes in terms of enrolment include construction-related fields catering for 22 per cent of all trainees, followed by education (16 per cent), engineering (16 per cent), business administration (14 per cent) and auto trades (12 per cent).

For future planning, it will be crucial to anticipate changes in required skills for the labour market. The Skills Audit anticipated that new skills requirement in the next two to five years will specifically comprise:

- ICT skills;

Currently, public formal TVET is limited to **10 occupational fields** focusing on traditional **technical trades, education, business professions, IT and agriculture.**

¹¹ Only 20 education and training providers responded to the survey undertaken during the Skills Audit.

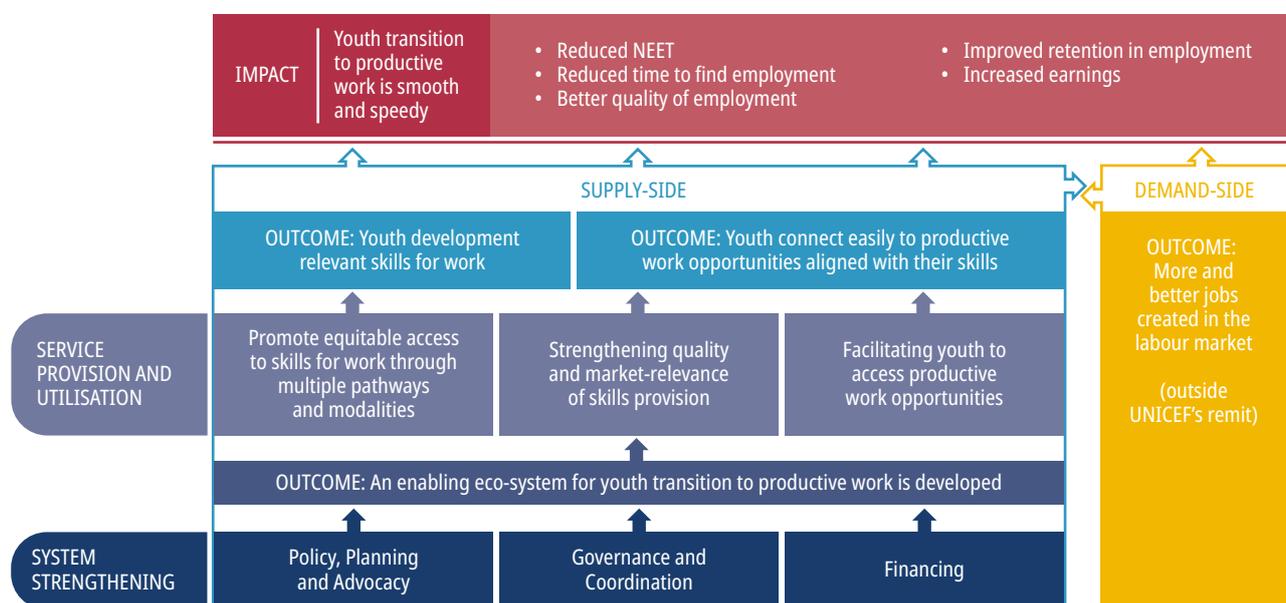


Figure 3.29: Conceptual framework of school to work transition for young people

Source: UNICEF (2019b)

- Customer care skills;
- Multi-skilled personnel;
- Practical skills (i.e., practice over theory); and
- High personal standards and professionalism.

Based on these anticipated changes, UNICEF has developed a conceptual framework (UNICEF, 2019b) that clearly sets out the components when supporting young people to transition from school to work (see Figure 3.29). It comprises: (i) supply-side interventions that enhance the employability of youth by ensuring that they have the skills for work that connect them to wage and/or self-employment opportunities; and (ii) demand-side interventions that stimulate the creation of new and better jobs in the economy, such as interventions to improve productivity, competitiveness and growth. The expected impact of the combined measures in the framework is that the youth have a smooth and speedy transition to productive work, and get better quality employment and increased earnings.

3.4.3.4 Adult education and lifelong learning

The public PSET provision is complemented by AELL, targeting out-of-school children and youth,

as well as adults, with the aim of empowering the more vulnerable in society in accordance with their needs and interests and to prepare them for the world of work. AELL in Eswatini follows two directions: (i) basic and general education with the aim to complete missing educational steps; and (ii) creating opportunities for the acquisition of skills to improve employability, which is part of the non-formal skills development system.

A key provider of basic adult education is the Sebenta National Institute, which offers free non-formal primary education (NPE) for children, youth and adults who have either never enrolled in, or have dropped out of, the formal education system. It is delivered by volunteer primary teachers in modular programmes for two hours a day, three days a week, to small groups of learners in various locations, including churches, neighbourhood care points and schools. The Sebenta National Institute programme comprises five levels, enabling learners to complete the primary curriculum in five years. The curriculum is aligned with the formal primary curriculum. Learners in Level 5 can sit for the EPC through the Sebenta National Institute or by (re-)joining the formal education system.

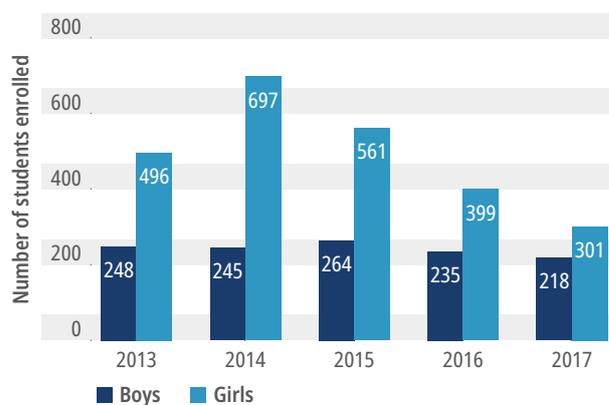
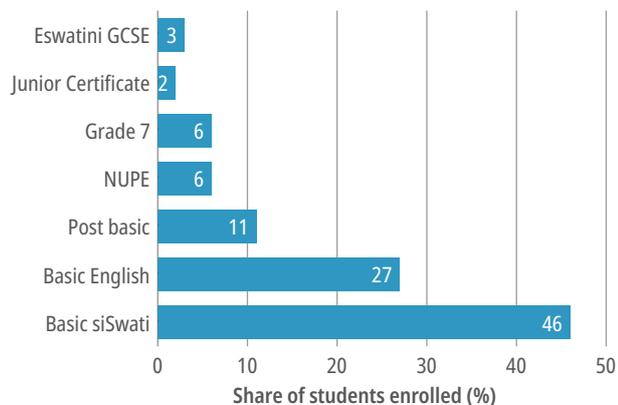


Figure 3.30: Enrolment in (non-vocational) Sebenta National Institute and Emlalatini Development Centre

Source: Education Sector Analysis (World Bank, 2021a)

After passing the EPC learners can continue with a non-formal junior secondary and senior secondary education programme, also offered by the Sebenta National Institute.

MoET's Emlalatini Development Centre assists learners to complete secondary education through distance learning combined with face-to-face teaching. The Emlalatini Development Centre uses the same curriculum as the formal general education system, with learning materials converted into distance-learning modules. Distance learning under the Emlalatini Development Centre also provides opportunities for workers to continue their education and upgrade their educational qualifications.

Sebenta National Institute and Emlalatini Development Centre programmes are intended to provide effective pathways back into formal education. To avoid discrimination against non-formal education and to ease the transfer of students from the non-formal to the formal education system, the MoET Examinations Council and Sebenta National Institute decided that learners from both streams should be awarded the same EGCSE.

Relative to the high number of out-of-school children and other people without completed education, enrolment rates in non-formal adult programmes are very low. For the year 2016, MoET reported a total of just over 11,000 youth dropping out of primary

school alone (MoET, 2018c). A total of 2,851 students were enrolled in general education Sebenta National Institute programmes in 2017, and 519 in the Emlalatini Development Centre (see Figure 3.30).

Notably, enrolment in the distance education programmes of the Emlalatini Development Centre decreased during the second half of the last decade, dropping from 942 students in 2014 to 519 students in 2017. Overall, more adult education participants pursue certificates at primary school than secondary school level. While the Emlalatini Development Centre targets secondary education with a majority of students studying at senior secondary level, most Sebenta students are enrolled at primary level.

3.4.3.5 Employment situation in Eswatini

While unemployment has declined in recent years, labour market outcomes remain poor in Eswatini. According to the 2016 Labour Force Survey, overall unemployment stood at 23 per cent in 2016 (30 per cent if discouraged workers are included), down from 28 per cent in 2013 (see Figure 3.31).

The survey noted that youth unemployment (among those aged 15–24 years) was high at 47 per cent. However, with just half of the working age population participating in the labour force and only 39 per cent of the working age population employed, core labour market outcomes in Eswatini compare unfavourably with other countries, even by regional standards.

From 2007 to 2016, the **share of employee workers** (versus **self-employed workers** or contributing family workers) fell by almost **10 percentage points**.

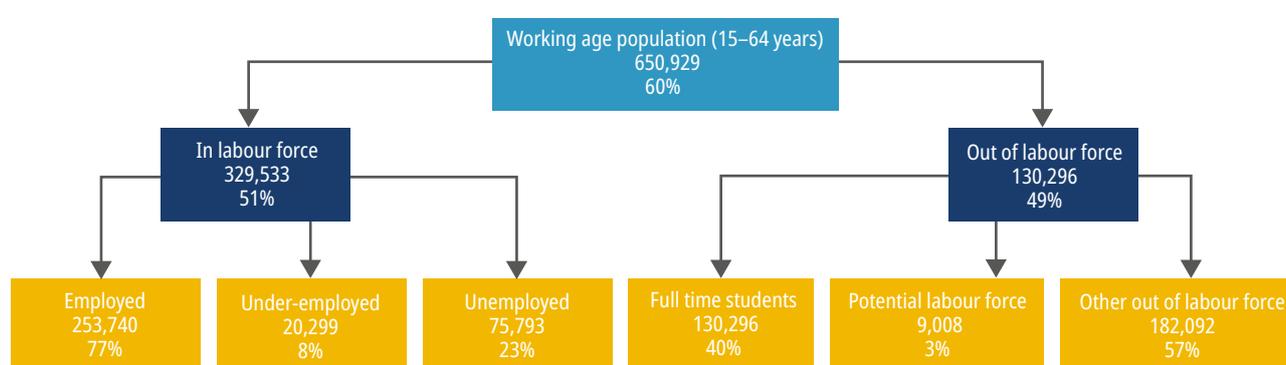


Figure 3.31: Status of working age population (15–64-year-olds, 2016)

Source: Education Sector Analysis (World Bank, 2021a)

Unemployment is a structural problem in the country, with 70 per cent of the unemployed having been out of work for at least a year, and nearly 50 per cent for at least two years. Moreover, underemployment is significant. Migrant work, mainly in South Africa, is significant among the labour force. An estimated 94,000 Swazis, or 7 per cent of the entire population, were living abroad in 2017, more than 90 per cent in South Africa (World Bank, 2019a).

Access to employment opportunities is highly uneven, with women and youth facing significant challenges, as well as those with low skills. The gap in labour force participation between men and women was 9 percentage points in 2016. Moreover, women face higher levels of unemployment (by 4 percentage points), lower earnings (earnings gap of approximately 40 per cent), and are much more likely to be in vulnerable employment – the share of women that are own-account or contributing family workers is 12 percentage points higher than for men. Youth similarly face poor labour market outcomes. Just one

in four youth (15–24 years) are active in the labour market, and for those who are active, almost half (47 per cent) were unemployed in 2016. Informality among youth stood at 83 per cent in 2016, almost 15 percentage points higher than the national average. Lower-skilled workers face significantly worse labour market outcomes. While almost 36 per cent of the working age population has less than a secondary level of education, they account for less than 30 per cent of the employed population; this is driven, among other things, by low levels of participation of low-skilled women (World Bank, 2019a).

Informality in the job market is growing, resulting in increasingly poor jobs and earnings prospects. Job creation has been dependent on the low-productivity services sector rather than on industry or the primary sector. Consequently, private sector employers have been creating fewer than 1,000 jobs for the roughly 25,000 youth reaching working age each year. Approximately two thirds of the new jobs created over the past decade have been in self-employment. From

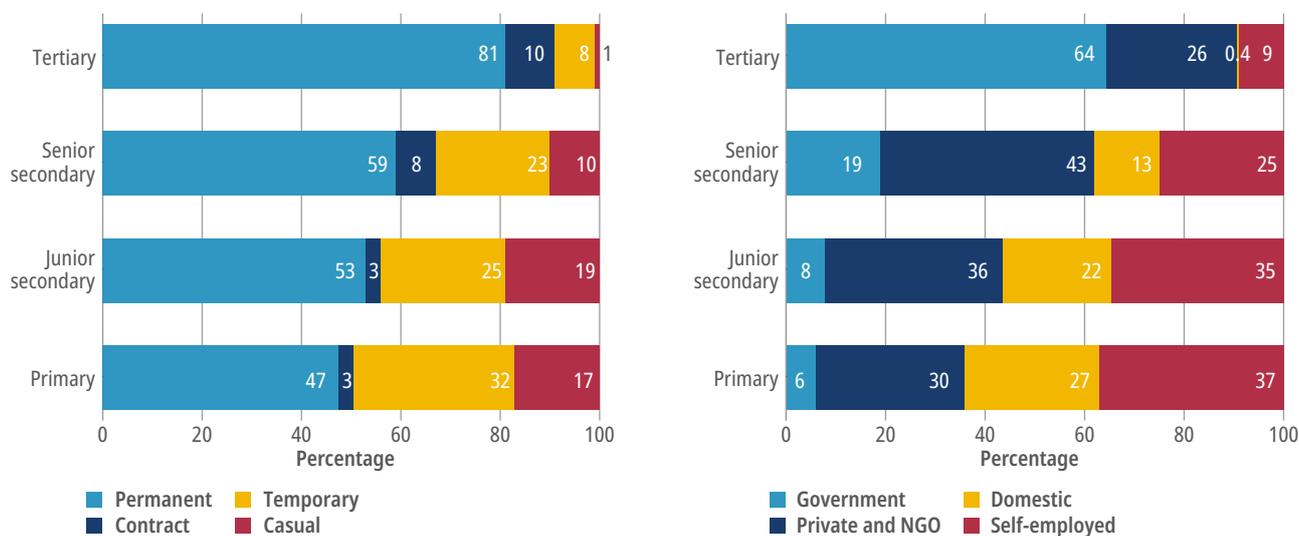


Figure 3.32: Type of employment engagement and employer by highest level attended

Source: Education Sector Analysis (World Bank, 2021a)

2007 to 2016, the share of employee workers (versus self-employed workers or contributing family workers) fell by almost 10 percentage points.

Declining productivity has contributed to a sharp rise in the informal sector. The informal sector in Eswatini remains one of the largest in Africa, at approximately 39 per cent of GDP, and appears to be increasing. Labour force survey data indicate that informal sector employment rose between 2010 and 2016. Including workers that are informally employed in formal sector companies, 68 per cent of workers in Eswatini are informal. Not surprisingly, the trend toward informality has had significant effects on earnings because average wages in the informal sector (E1,200 per month) are approximately 45 per cent lower than in the formal sector (World Bank, 2019a).

3.4.3.6 Labour market outcomes of PSET

Because there is comparatively low access in Eswatini to universities and colleges, completing tertiary education appears to pay off in Eswatini. This applies to both the likelihood of being employed as well as job quality. EHIES data for 2016/17 show that 83 per cent of young tertiary graduates (aged 25–30) were employed, compared to only 50 per cent of the same age group across all education levels (World Bank, 2018b).

The tertiary education effect on employment is even stronger among females, who are 37 percentage points more likely to be employed compared to the average age group. Overall, the likelihood of being unemployed is declining with higher education levels and is lower in urban than in rural areas. This trend only changes to the contrary for the low educational achievers in urban areas and those with senior secondary education in rural areas.

Generally, it can be stated that completion of tertiary education leads to better types of jobs. More than 80 per cent of tertiary education graduates found themselves in permanent jobs, significantly more than those with secondary education. Tertiary completers are also enormously privileged in terms of access to public employment. While 64 per cent of all tertiary qualification holders were government employees, less than 20 per cent of high school leavers were employed with government. The share dropped to 8 per cent and 6 per cent, respectively, for lower secondary and primary school leavers (see Figure 3.32).

3.4.3.7 Labour market outcomes of TVET

Tracer survey results of TVET completers from 2011 and 2012 indicate employment rates 12 months

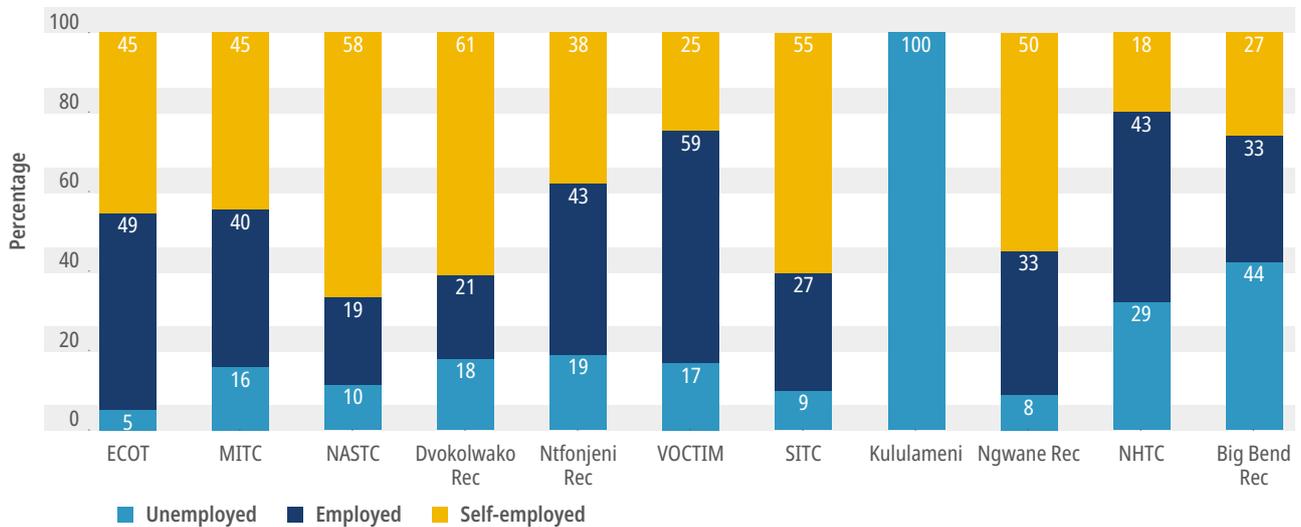


Figure 3.33: Employment outcomes of TVET graduates by institution (2005–2017)

Source: Education Sector Analysis (World Bank, 2021a)

Note: MITC = Manzini Industrial Training Centre; NASTC = Nhlanguano Agricultural Skills Training Centre; SITC = Siteki Industrial Training Centre; Rec = Regional Education Centre

after completion of the training between 55 per cent and 76 per cent, mainly depending on the type of provider. Interestingly, completers of privately provided TVET perform significantly better, with more than 10 percentage points higher employment rates compared to graduates from public institutions. Completers of programmes by other, mainly non-profit providers showed comparatively lower employment rates, presumably because those institutions tend to cater for disadvantaged youth that face special barriers in education-to-work transition.

Employment outcomes of TVET completers vary significantly, depending on programmes, highlighting the importance of detailed and differentiated analysis and skills development planning. Supply-driven skills development systems often retain existing, traditional programmes irrespective of changing labour market realities, while new market trends and emerging occupational fields are only slowly incorporated. There are also considerable differences in employment outcomes between training institutions (see Figure 3.33).

Gwamile Vocational and Commercial Training Institute Matsapha (VOCTIM) appears to achieve the best employment outcomes and lowest unemployment rates

for its graduates. There were also good employment outcomes for the National Handicraft Training Centre (NHTC) and the Big Bend Rural Employment Centre, which had particularly good results in facilitating self-employment of completers.

Workplace learning appears to result in better employment outcomes than institutional training. Information provided by the Department of Industrial and Vocational Training suggests that apprenticeship graduates are in high demand. Usually, around 90 per cent of all completers find employment immediately, in most cases with the companies where they were trained. One reason for this outcome may be that the number of apprenticeships is limited because companies train in line with anticipated demand for new recruits.

3.4.4 Teacher training

3.4.4.1 Overview of the teaching workforce

The majority of primary and secondary teachers work in rural areas. Over 16,400 teachers make up the Eswatini teaching workforce at the primary and secondary levels, of which 55 per cent are primary school teachers and 45 per cent are secondary school teachers. The reason for the larger number of teachers at primary

Table 3.6: Primary and secondary teachers overall and by rural/urban location (2018)

Level	Public service teachers			Non-public service teachers			Total teachers
	Total	Urban and peri-urban	Rural	Total	Urban and peri-urban	Rural	
Primary	8,054	22%	78%	963	40%	60%	9,017
Secondary	6,304	31%	69%	1,096	40%	60%	7,400

Source: Education Sector Analysis (World Bank, 2021a)

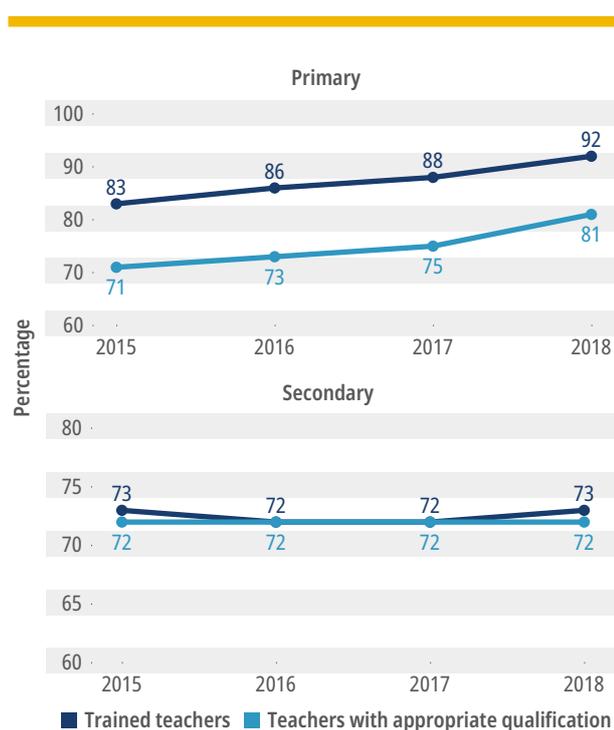


Figure 3.34: Trends in the shares of trained and qualified teachers (2015–2018)

Source: Education Sector Analysis (World Bank, 2021a)

level is that enrolment at primary level is substantially higher than at secondary level. The majority of teachers (72 per cent) in the system teach in rural parts of the country, with 76 per cent of primary school teachers and 68 per cent of secondary school teachers teaching in rural schools. The reason is that a majority of school-aged children live in rural areas.

As Table 3.6 shows, most teachers at primary and secondary level are public service teachers: about 89 per cent of primary school teachers and 85 per cent of secondary school teachers. These teachers are hired by the Teaching Service Commission and their salaries

are paid by the government. The remainder (11 per cent in primary schools and 15 per cent in secondary schools) are non-public service teachers who are directly hired and paid by schools. These non-public service teachers are hired by private non-government-aided schools but also by government-aided schools, which may directly hire non-public service teachers for extra-curricular activities.

Most public service teachers are hired on a permanent basis, while the majority of non-public service teachers are hired on a temporary basis. About 94 per cent of public service teachers in government and government-aided schools are permanent teachers. In contrast, among non-public service teachers in government or government-aided schools, about 66 per cent are hired on a temporary basis.

The minimum qualifications required to teach at the different levels of education are as follows (MoET, 2020a) (see Figure 3.34):

- Primary teachers' diploma for primary school teachers;
- Secondary teachers' diploma for junior secondary school teachers;
- Degree in education for senior secondary school teachers; or
- Any qualification equivalent to these (for example, diploma or degree in non-education fields combined with a certificate or diploma in education).

Eswatini has made significant progress in increasing the share of qualified teachers in primary education, while it has remained stagnant for secondary education. In 2015, the share of qualified teachers at the primary level was 71 per cent, compared to 81 per cent in 2018. The share of qualified teachers at secondary level remained at 72 per cent over the period.

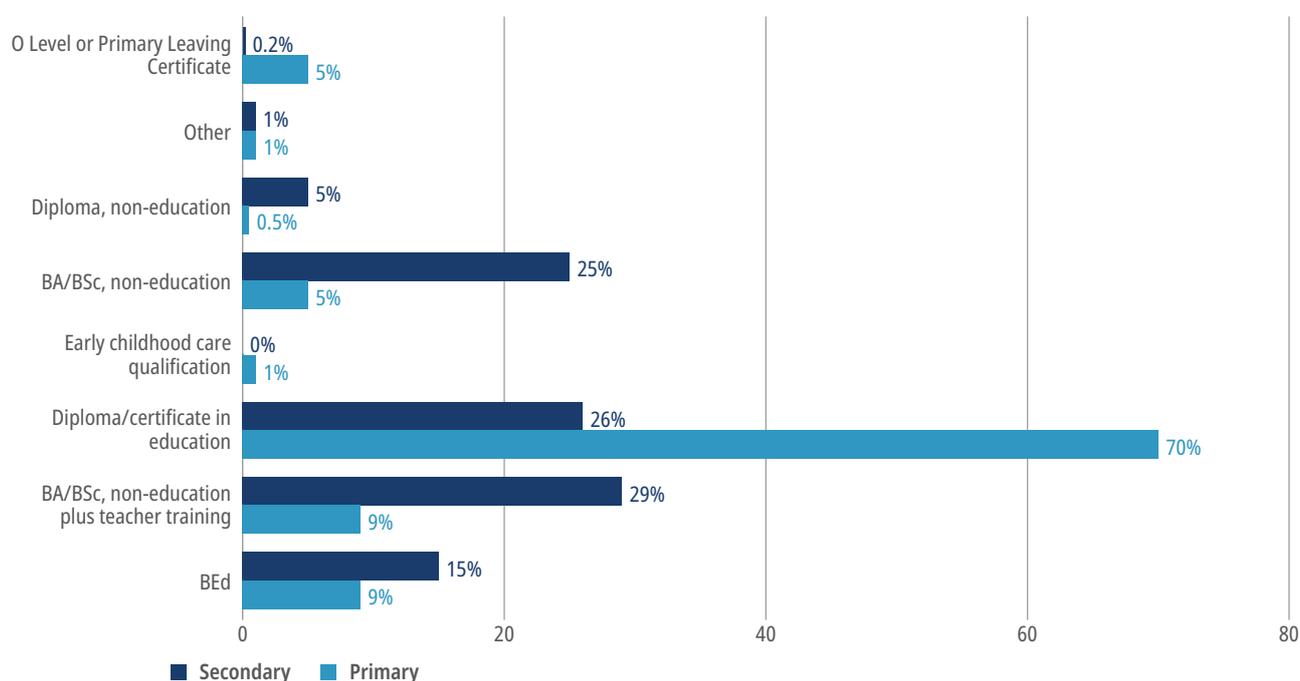


Figure 3.35: Academic and teaching qualifications of primary and secondary teachers (2018)

Source: Education Sector Analysis (World Bank, 2021a)

A majority of teachers in primary schools have some teacher training, but not all are qualified to teach at the level they are teaching. In 2018, about 81 per cent of teachers teaching at primary level had the required qualification to teach in primary schools. One of the most common mismatches in qualifications observed in the system is teachers with a secondary level qualification teaching at the primary level. The use of teachers with secondary level training in primary grades can be problematic for several reasons. First, secondary school teachers often specialize in a single subject and may not be prepared well to teach multiple subjects like trained primary teachers. Second, they might not have the pedagogical preparation that will enable them to be effective in teaching younger children.

A small group of primary teachers only have a Primary School Leaving Certificate (PLC) or O Level Certificate. Examining the academic and teaching qualifications of primary teachers more closely, 70 per cent have a certificate or diploma in education and about 18 per cent have a bachelor of education degree or a degree in a non-education field combined with a teacher

training certificate or diploma. About 5 per cent have a bachelor's degree in a non-education field of study but no teacher training, which may make this group less effective in the classroom. Importantly, another 5 per cent only have a PLC or O Level certificate, which means they are unlikely to have mastered the subjects they teach and that their pedagogical practices are likely to be weaker than those of their appropriately qualified peers. This, in turn, will impact student learning (see Figure 3.35).

A large group of teachers at secondary level have no teacher training. At the secondary level, around 73 per cent of teachers have the appropriate qualification to teach at this level. Unlike the primary level, there is minimal mismatch in teachers' actual qualification and the required qualification for the level. Specifically, there is almost no difference between the share of trained teachers and the share of qualified teachers at the secondary level. Between 2015 and 2018, there was almost no improvement in the share of qualified teachers. Examining the data more closely, 15 per cent of secondary teachers have a bachelor of education;

29 per cent have a bachelor's degree in a non-education field of study; and 26 per cent have a secondary teachers' diploma. A large share of teachers at this level (30 per cent) do not have any teaching qualification, meaning that they are not trained on pedagogical methods, which may lessen their effectiveness.

3.4.4.2 Pre-service teacher training

There are several public and private institutions that provide pre-service training for primary and secondary teachers. The main public teacher training institutions that offer diploma-level training (primary and secondary) include Ngwane Teacher Training College, Southern Africa Nazarene University's Faculty of Education, and William Pitcher Teacher Training College. In addition, ECOT offers diploma training for secondary school teachers in selected subjects (commerce, ICT, and design and technology). At the degree level, the UNESWA Faculty of Education offers a four-year bachelor of education for primary and for secondary. The three public teacher training colleges and ECOT are affiliated with UNESWA, which plays a leadership and coordinating role in setting standards for college-based teacher training. In addition to the public teacher training institutions, there are also a number of private institutions that offer teacher training for different levels.

The different teacher training programmes are not exclusively available to secondary school completers or new entrants into the teaching profession. In-service teachers who do not have the appropriate qualification for their jobs or want to obtain a higher qualification can also join these programmes (including

the primary teachers' diploma, secondary teachers' diploma and bachelor-level training), if they meet the minimum requirements. Most of the diploma and degree programmes offered at public institutions are full-time programmes, while there are some part-time and distance learning programmes for teachers who wish to upgrade their qualifications. For example, the University of South Africa has distance teacher training programmes and private teacher training institutions have several part-time options. In addition, UNESWA and a few non-public institutions offer a post-graduate certificate in education programme, which targets candidates that already hold a diploma or degree in non-education fields who seek a teaching qualification.

3.4.4.3 Entry requirements for teacher training programmes

Entry requirements into the public teacher training institutions are standardized across institutions. They are mainly set by UNESWA in consultation with MoET and the other teacher training institutions that are affiliated with UNESWA. Currently, the selection of candidates into pre-service programmes, both at the diploma and degree levels, is largely determined by the results on the secondary school leaving examination.

For both diploma-level programmes (primary and secondary), the minimum entry requirement to public teacher training institutions is six passes on the secondary leaving certificate examination (O Level, EGCSE, IGCSE examinations), including English. Of the six subjects, a minimum of three must be credit-level passes in subjects taught at the primary school level,

Table 3.7: Teacher training institution programmes, duration, enrolment, student-to-teacher ratio and graduates (2018)

	Enrolment			Student-to-teacher ratio	Graduates
	Female	Male	Total		
Public teacher training institutions					
Ngwane Teacher Training College					
Early childhood education	159	20	179	15:1	86
Primary teachers' diploma (3 years)	331	227	558		250
William Pitcher College					
Primary teachers' diploma (3 years)	71	43	114	9:1	56
Secondary teachers' diploma (3 years)	212	206	418		77

	Enrolment			Student-to-teacher ratio	Graduates
	Female	Male	Total		
University of Eswatini, Education Faculty					
Certificate in adult education (1 year full time, 2 years part time)	27	7	34	24:1	10
Diploma in adult education (3 years full time or 4 years part time)	71	32	103		28
Bachelor of education primary (4 years)	90	51	141		40
Bachelor of education secondary (4 years)	221	178	399		79
Post-graduate certificate in education (1 year)	57	49	106		81
Master of education (2 years full time or 3 years part time)	57	64	160		56
Eswatini College of Technology, Education Faculty					
Vocational instructor's diploma (2 years part time)	10	26	36		13
Diploma in commercial teaching (3 years)	80	78	158	25:1	37
Diploma in ICT teaching (3 years)	23	38	61		00
Southern Africa Nazarene University, Nazarene Teacher Training College (partly public)					
Diploma in early childhood education, foundation phase (3 years)	106	17	123	Not available	Not available
Primary teachers' diploma (3 years)	625	373	998		
Bachelor of education special and inclusive education (SIE) (3 years)	182	59	241		
Bachelor of education leadership and management of SIE (3 years)	107	79	186		
Private teacher training institutions					
AMADI					
Postgraduate diploma in education	8	7	15	8:1	0
Bachelor of education	80	39	119		19
Master of education degree	43	62	105		18
Diploma in education	228	74	302		59
Global University College					
Primary education diploma (3 years) and part time (3.5 years)	Not available				
Bradford College					
Primary teachers' diploma	Not available				
Secondary teachers' diploma					
Post-graduate diploma in education (1 year)					
Centre for International Technology and Consultancy College					
Diploma in primary education	190	31	211	5:1	211
Institute of Development Management					
Bachelor of education management (2 years)	Not available				
Diploma in vocational education (entrepreneurship and ICT)					
Workers College					
Primary teachers' diploma (3 years) and part time (3.5 years)	323	96	419	22:1	0
Secondary teachers' diploma (3 years) and part time (3.5 years)	36	39	75		0
Early childhood education teachers' diploma (3 years) and part time (3.5 years)	56	8	64		0

Notes: (1) Disaggregated data not available. (2) The types of programmes offered across different institutions has varied over time. (3) This table reflects the latest available information. (4) The bachelor programmes at Southern Africa Nazarene University are 3 years because they are meant for candidates who already possess diploma qualification.

Source: Education Sector Analysis (World Bank, 2021a)

which include mathematics, siSwati, history, geography, physics, chemistry, physical science, combined science, integrated science, biology, human and social biology, home economics, food and nutrition, fashion and fabrics, agriculture, religious knowledge and English. This means that although English must be one of the passes, it does not have to a credit-level pass. Candidates who have a primary teacher certificate or secondary teacher certificate and a minimum of five passes in their secondary school-leaving examination (including English language), with three of these credits in subjects taught in primary schools, can also qualify. These students enter at the second year of the three-year diploma programme.

At the degree level (bachelor of education primary or secondary) the minimum entry requirement is six passes in the secondary leaving examination, which must include passes at C grade or better in English language and at least four other subjects. In addition to these general entry requirements, some subject specializations have additional entry stipulations. For example, to be admitted into the bachelor of primary science programme, a candidate must have C grade or better in mathematics and two of the following subjects: biology, chemistry, life sciences, physical sciences and physics, which count towards the four credit requirements. Similarly, for other subject specializations, credit-level passes are required in related subjects. Candidates who have a primary or secondary teachers' diploma or secondary teachers' certificate (STC) or an equivalent qualification from a recognized institution may also be admitted to the bachelor programmes on a case-by-case basis.

The primary teachers' diploma programmes consist of three groups of subjects:

- Teaching practice;
- Core subjects taught at the primary level; and
- Support subjects (music, arts and crafts, physical education, numerical skills, academic communication skills, and ICT).

The secondary teachers' diploma programmes consist of a very similar group of subjects, including:

- Professional studies, including core courses in teaching practice, education and special and inclusive education;
- Courses drawn from combinations of English/siSwati, mathematics/science, geography/history, English/religious studies, English/French, French/siSwati, ICT/mathematics, ICT/science and English/geography (that is, a teacher specializes in a subject combination from the list);
- General education courses like academic communication skills, music, physical education, computer technology skills and psychosocial support.

Both the primary and secondary diploma programmes include six weeks of teaching practice in schools in the second and third years of the programmes, for a total of 12 weeks.

In bachelor of education programmes, the combination of subjects trainees must take depends on their specialization. At the UNESWA Faculty of Education, which is the main public institution offering bachelor-level training, subject specializations for the bachelor of

Candidates who have a **primary** or **secondary teachers' diploma** or **secondary teachers' certificate** or **an equivalent qualification from a recognized institution** may also be admitted to the bachelor programmes on a **case-by-case basis**.

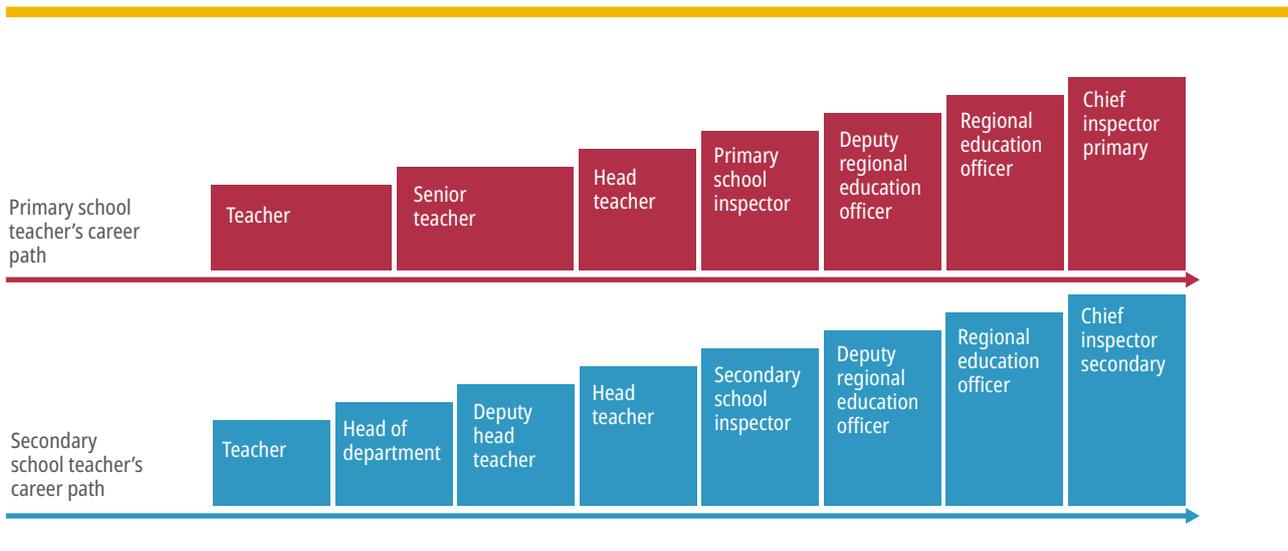


Figure 3.36: Teacher career path by education level

Source: Education Sector Analysis (World Bank, 2021a)

education primary qualification include languages, arts, science and social studies. For the bachelor of education secondary, subject areas offered at UNESWA include business education, humanities and science, with a number of subject combination specializations under each subject area. For both the primary and secondary programmes, depending on their chosen specialization, candidates take a combination of courses covering:

- Core subject courses in their specialization area;
- Teaching practice courses; and
- General education courses (academic communication skills, computer technology skills, HIV prevention and infection, and management of AIDS).

In addition, similarly to the diploma programme, in the last two years of their bachelor's degree, students go through six weeks of practical training in schools each year.

3.4.4.4 Continuous professional development

Professional development support generally consists of short training courses and workshops. The INSET unit under MoET is one of the key entities responsible for in-service professional development support. Through its nine teacher resource centres (with 13 staff in total), the INSET unit provides different types of trainings, most of which focus on supporting head teachers in different aspects of school management. Training

manuals are developed by the INSET trainers, who then use them in training workshops. The workshops are usually residential and last for up to five days. The main training programmes relate to (i) management; (ii) financial management; (iii) personnel management; and (iv) organizational management. In addition, the INSET unit provides other types of training for teachers and school leaders, depending on need.

The key agency providing in-service training for secondary teachers is the In-service Training Department under the UNESWA Faculty of Education. The department currently has five professional staff (composed of biology, chemistry, physics, mathematics and school management educators), and offers four programmes: (i) the induction programme for new secondary teachers; (ii) training programmes for teachers who teach science and mathematics without the appropriate qualification; (iii) basic computer skills training for teachers and school leaders who do not have basic computer skills (for example, MS Word, Excel, and PowerPoint, as well as internet use); and (iv) a general science training programme for experienced science teachers (teachers who have taught for five years or more), consisting of day-long workshops for a total of two to three days across the school year (see Figure 3.36).

Coverage of continuous professional development is limited, with only a small number of beneficiaries each

Table 3.8: Curriculum overview by education level

Phase	Grade(s)	Number of subjects ¹	Expected competencies defined by
Foundation	0	–	Early Learning and Development Standards
	1–2	7	–
Middle primary	3–4	9	–
Upper primary	5–7	11 (select 10 to 11)	The EPC syllabus
Junior secondary	1–3	24 (select 10)	The JC syllabus
Senior secondary	4–5(6)	27 (select 9)	The EGCSE syllabus ²

Source: MoET 2018a, MoET 2018b.

Notes: (1) Not all subjects are available in every school. EPC candidates sit all available subjects. (2) Very few children progress to Form 6, which uses the AS or A Level syllabuses.

year. The In-Service Training Department at UNESWA's Faculty of Education faces capacity and resource gaps, which limits the reach of the training offered by the department. There are only five professional staff serving a large number of mathematics and science teachers in the education system. Currently, subjects other than mathematics and science that are taught at the secondary level are not covered by the professional development programmes. However, promotion is not automatic for teachers who upgrade their skills. The teachers' career path in Eswatini mainly offers vertical mobility opportunities, where teachers apply and are promoted to leadership and management positions.

3.5 Learning assessment and achievement

Student learning assessment systems include classroom assessments, large-scale national assessments, large-scale international assessment and examinations. School-level continuous classroom assessments are important, as they provide information for teachers and parents and are useful for improving instruction, although they seldom provide data that are comparable across schools. Comparable data on student learning levels can come from large-scale sample-based learning assessments and, under certain conditions, examinations.

Eswatini has drafted a national assessment framework, and plans to implement national assessment in step with the rollout of the new competency-based curriculum.

Eswatini has participated in the regional sample-based learning assessment, the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ), which covers reading and mathematics for Grade 6 only. Furthermore, measures of 'school readiness' are available for a small sample of children of preschool age from the multiple indicator cluster surveys (MICSs) and provide information about children's pre-literacy and pre-numeracy skills.

The national curriculum spells out competencies in broad terms for all levels. A new competency-based curriculum is being rolled out grade by grade; it currently covers Grades 1–2 and will cover Grades 1–3 in the 2021/22 school year. For the upper grades, the old curriculum is still being taught. The new competency-based curriculum includes continuous and summative classroom assessments. Syllabuses for the final grades only of primary, junior secondary and senior secondary are freely available and are aligned with the examinations at each of these levels.

The 'old' national curriculum comprises core subjects plus electives at the secondary level. The curriculum structure calls for 7–11 subjects at the primary level, seven core subjects and two or three elective subjects at the junior secondary level; and five core and four elective subjects at the senior secondary level. The syllabuses are similar to the Cambridge syllabuses, and in some cases were developed with Cambridge International Examinations. Main subjects for all levels are: English, mathematics, siSwati and science (MoET, 2018d). As the new curriculum has not yet reached the seventh grade, it is not yet used to develop examinations (see Table 3.8).

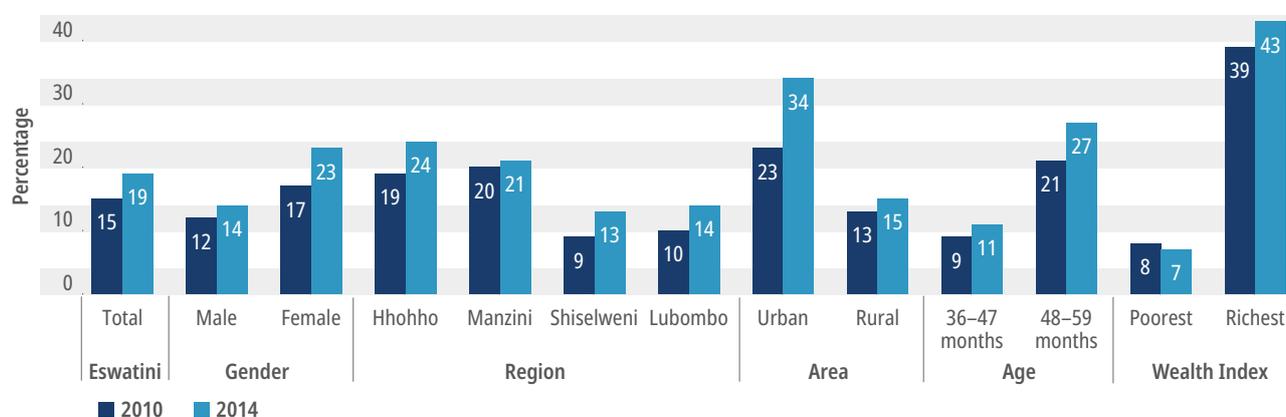


Figure 3.37: Young children developmentally on track for literacy and numeracy (2010 and 2014)

Source: Education Sector Analysis (World Bank, 2021a)

3.5.1 Pre-literacy and pre-numeracy skills of young children

The MICs in 2010 and 2014 are the most recent assessments of preschool children’s learning and school readiness in Eswatini. These assessments covered 4,865 households and 2,711 children under the age of 5 years in 2010 and 5,200 households and 2,693 children under the age of 5 in 2014 (CSO and UNICEF, 2011 and 2016) (see Figure 3.37).

Preschool children’s skills improved between 2010 and 2014, but the large majority in this age group do not have the expected pre-literacy and pre-numeracy skills. Less than 20 per cent of children aged 36–59 months were developmentally on track for literacy and numeracy in 2014, up from 15 per cent in 2010. Children are identified as being developmentally on track for literacy and numeracy if they can do two of the following three tasks: (i) identify/name at least 10 letters of the alphabet; (ii) read at least four simple popular words; and (iii) name/recognize the numbers 1 to 10. As expected, a higher share of the older children – aged 48–59 months – were developmentally on track for literacy and numeracy compared with those aged 36–47 months, and improvements in literacy and numeracy over time were greater among the older children.

There are large gender, regional, rural–urban and wealth disparities in pre-literacy and pre-numeracy skills. In both 2010 and 2014, a larger share of girls were on track developmentally for literacy and numeracy, compared with boys, with the gender gap increasing from 5 percentage points in 2010 to 9 percentage points in 2014.

A larger share of children in Hhohho and Manzini were developmentally on track for literacy and numeracy, compared with children from Shiselweni and Lubombo. In addition, a larger share of children in urban areas were developmentally on track compared with those in rural areas, and the rural–urban gap increased from 10 percentage points in 2010 to 19 percentage points in 2014. The share of children from the richest household wealth quintile who were developmentally on track for literacy and numeracy was more than six times the share of those in the poorest wealth quintile in 2014. Moreover, the share of the poorest children who were developmentally on track for literacy and numeracy declined from 9 per cent in 2010 to 7 per cent in 2014, while that for the richest children increased from 39 per cent to 43 per cent. These improvements among the richest children may be due to the larger share of children attending preschool in 2014 (44 per cent) compared with 2010 (31 per cent).

Table 3.9: Reading and mathematics skills required for lowest and highest performance levels on SACMEQ assessment

Subject	Lowest competency level	Highest competency level
Reading	Matches words and pictures involving concrete concepts and everyday objects. Follows short, simple written instructions.	Locates information in longer texts (narrative, document or expository) by reading on and reading back in order to combine information from various parts of the text so as to infer and evaluate what the writer has assumed about both the topic and the characteristics of the reader – such as age, knowledge and personal beliefs (value systems, prejudices and/or biases).
Mathematics	Applies single-step addition or subtraction operations. Recognizes simple shapes. Matches numbers and pictures. Counts in whole numbers.	Identifies the nature of an unstated mathematical problem embedded within verbal or graphic information, and then translates this into symbolic, algebraic or equation form in order to solve the problem.

Source: Education Sector Analysis (World Bank, 2021a)

School readiness in literacy and numeracy comes from child development experiences at home and in preschool. The MICS data indicate that young children in Eswatini often lack many of these experiences. They lack exposure to print materials; only 6 per cent of children under the age of 5 have three or more children’s books. Parents seldom engage in activities to promote learning and school readiness; only 16 per cent of mothers and 2 per cent of fathers do so. Only 30 per cent of children aged 36–59 months were attending an early childhood education programme in 2014 (CSO and UNICEF, 2016).

3.5.2 Reading and mathematics skills of primary students

Eswatini participated in SACMEQ II (2001), III (2007) and IV (2013) and the reports from these assessments provide a great deal of information about students, teachers and primary schools in Eswatini (MoET, 2015a). SACMEQ assessments were designed to capture a common set of competencies for Grade 6 students in reading and mathematics, reflecting the curricula of the participating countries. Eight levels of performance in reading and mathematics were defined. Table 3.9 describes the lowest and highest levels of performance for each subject.

On average, students in Eswatini improved their performance between 2000 and 2007. For Grade 6 students, the first three or four levels in reading and mathematics are quite basic, while the last two levels are challenging. The share of students in Eswatini who performed at levels 7–8 increased from 9 per cent to 12 per cent in reading and from

1 per cent to 3 per cent in mathematics, while the share of students performing at levels 1–4 in reading decreased from 45 per cent to 28 per cent, and levels 1–3 in mathematics from 66 per cent to 44 per cent (MoET, 2015a).

SACMEQ III found significant disparities in reading and mathematics competencies. Large performance gaps were found between students from higher socioeconomic backgrounds and those from lower socioeconomic backgrounds. Students in urban schools outperformed those in rural schools. No gender differences were observed for reading, but boys slightly outperformed girls in mathematics.

Students’ socioeconomic background is strongly related to reading and mathematics performance. Research based on SACMEQ III found a few student- and school-level factors that were strongly associated with both reading and mathematics scores in Eswatini (Hungu, 2011). Student characteristics associated with higher reading and mathematics scores were: coming from a more socioeconomically advantaged home; having fewer siblings; and not repeating a grade. For reading, speaking the language of instruction at home was also significant. Schools with higher scores were located in urban areas and had more instructional resources and lower student-to-teacher ratios, while teacher content knowledge was important for mathematics. Other research in Eswatini (MoET, 2015b) reinforces these findings. Teachers of Grades 1, 3 and 6 at the 60 schools with the highest repetition rates (a student-level factor related to lower performance) were surveyed in 2015. They agreed or strongly agreed that the following

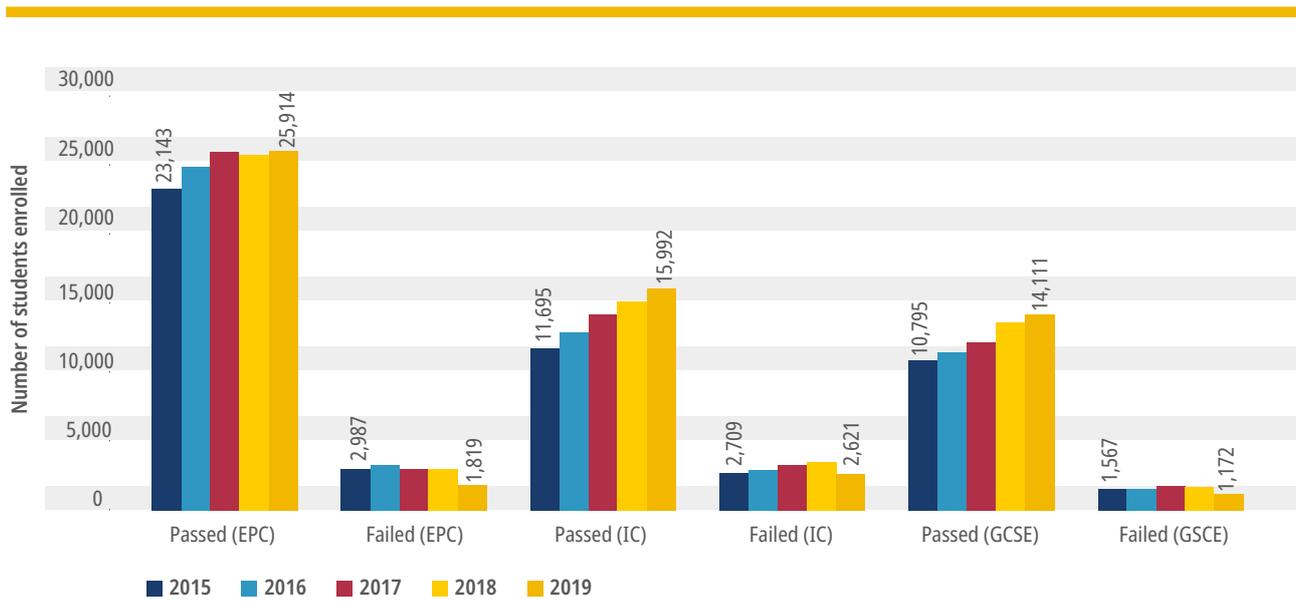


Figure 3.38: Number of passes and fails by examination (2015–2019)

Source: Education Sector Analysis (World Bank, 2021a)

factors contributed to grade repetition: learners having insufficient grasp of English; large class sizes, particularly in Grades 1 and 3; lack of support from parents; and the inability of parents to assist learners with their school work.

3.5.3 Performance in the end-of-cycle examinations in core subjects

On behalf of MoET, the Examinations Council of Eswatini administers end-of-cycle examinations to students completing primary, junior secondary and senior secondary education. Examinations for most subjects (including mathematics and science) are administered in English. These examinations can be considered 'high stakes' both for schools and students, as students and schools with the highest marks are publicly announced, and students must pass the examinations in order to advance to the next level.

Examinations Council of Eswatini examinations are generally well designed and reflect the curriculum for each level. Examination marking processes follow professional practices and include a number of quality assurance steps. Training for markers is provided, with practice sessions and review. Marking is carried out in teams, and markers, team leaders and principal

examiners concur on marks. Keys are provided for scoring of multiple-choice questions, and sample rubrics guide marking of constructed responses. Subject data are key-entered and algorithms score for final grades.

3.5.4 Overall examination performance

Most students who sit the EPC, JC and EGCSE examinations receive passing grades. Depending on the cycle, students sit a variety of subject-matter tests and their highest grades are aggregated for a total grade (see Figures 3.38 and 3.39).

Examinations are graded A to F for EPC and A to H for JC, in letter score bands that correspond to percentage marks; for both examinations, a score of less than 40 per cent receives the failing grade F. Pass grades are given to students with scores of 40 per cent or higher (grades A–E), and 'good' passes (A–C) are given to students with scores of 56 per cent or higher for EPC and 60 per cent or higher for JC.

Regional differences in exam performance are modest. In general, students in Hhohho obtained higher shares of 'good' passes in EPC English, mathematics and science compared with other regions, while students in



Figure 3.39: Enrolment and examination candidates and passes (2015 and 2019)

Source: Education Sector Analysis (World Bank, 2021a)

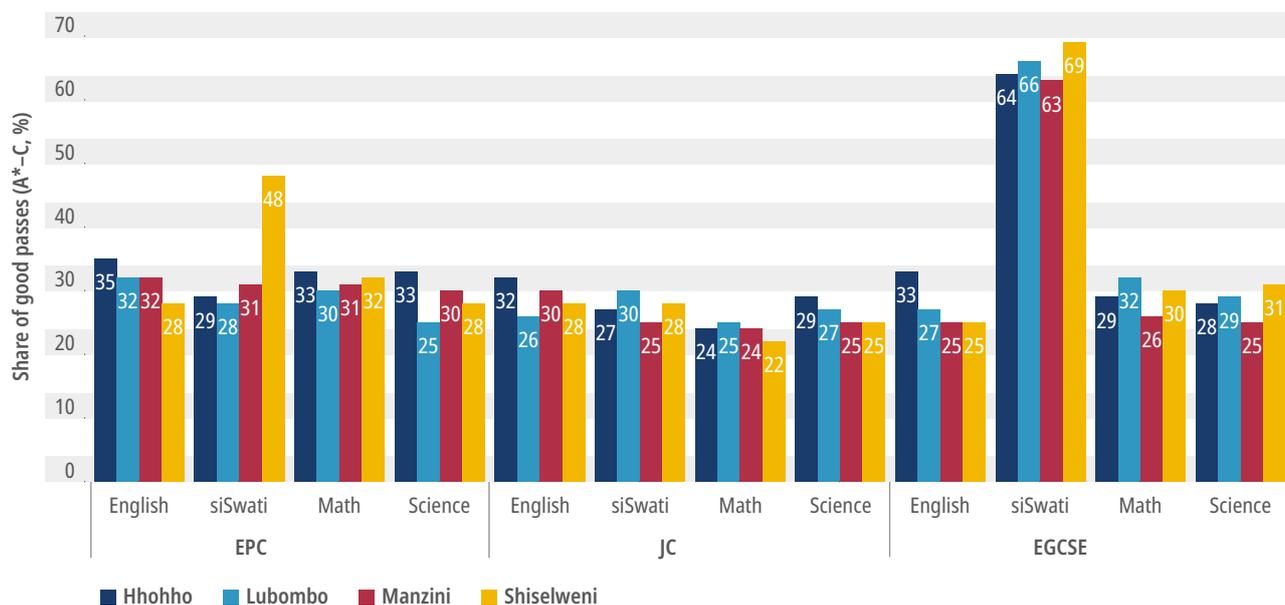


Figure 3.40: Share of 'good' passes by region, examination and subject (2019)

Source: Education Sector Analysis (World Bank, 2021a)

Shiselweni outperformed students in all other regions in EPC siSwati (see Figure 3.40).

Most of the regional performance gaps for the EPC were small, averaging less than 5 percentage points for English, mathematics and science. For siSwati,

however, the gap was large, with students in Shiselweni outperforming their peers in other regions by an average of 19 percentage points. Regional performance gaps in JC and EGCSE examinations were quite small, averaging 6 percentage points for all four subjects in both examinations.

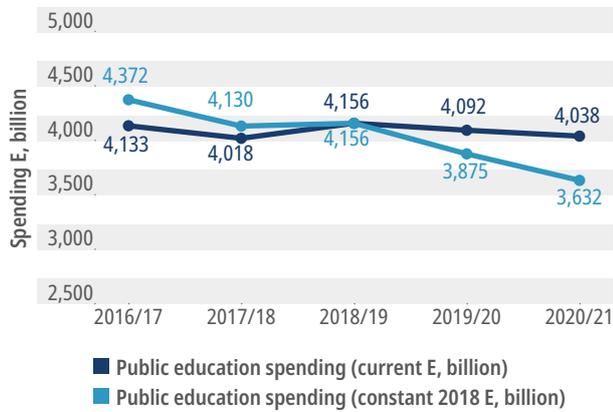


Figure 3.41: Trends in total public education spending

Source: Education Sector Analysis (World Bank, 2021a)

3.6 Education spending and financing

3.6.1 Total public education spending

Total public education spending has declined in real terms over the last five years. Total public education spending, including OVC education grants and scholarships, in current terms remained relatively stable at E4 billion between 2016/17 and 2020/21. Over the same period after adjusting for inflation (real terms), public education spending decreased from almost E4.4 billion in 2016/17 to E3.6 billion in 2020/21 – a 17 per cent decline (see Figures 3.41 and 3.42).

The education sector remains the most important across all sectors. In 2020/21 MoET received 14 per cent of the total national budget,¹² 4 percentage points more than the two next largest ministries – the Ministry of Public Works and Transport (10 per cent) and the Ministry of Health (10 per cent). The third-most important sector in terms of the budget is the Ministry of Agriculture (7 per cent), followed by the Ministry of Economic Planning and Development (5 per cent), the Ministry of Defence (5 per cent) and the Deputy Prime Minister's Office (3 per cent) (see Figure 3.43).

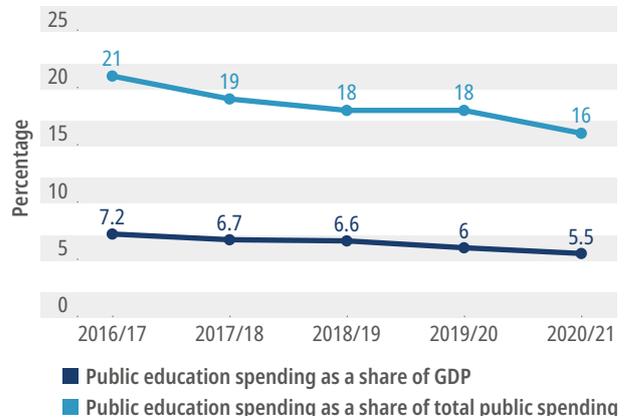


Figure 3.42: Trends in total public education spending as a share of GDP and total government spending

Source: Education Sector Analysis (World Bank, 2021a)

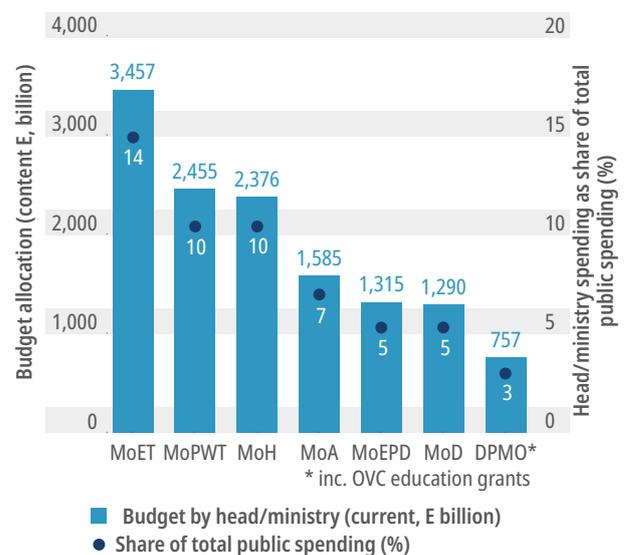


Figure 3.43: Budget shares and allocations for the top 10 ministries (2020/21)

Source: Education Sector Analysis (World Bank, 2021a)

12 The MoET share excludes OVC education grants which fall under the Deputy Prime Minister's Office, including these under MoET would increase its share even further.



Figure 3.44: Trends in public spending per school-aged individual

Source: Education Sector Analysis (World Bank, 2021a)

However, total public spending per school-age individual has decreased substantially after adjusting for inflation since 2016/17. The decline in public total education spending combined with a rise in secondary enrolment is reflected in the 19 per cent decrease in spending per student over the last five years, to E6,500 in 2020/21 (see Figure 3.44).

3.6.2 Public recurrent and development education spending

Recurrent spending, which accounts for a vast majority of public education spending, has declined over the last five years. Recurrent spending was about E4.2 billion in real terms in 2016/17 but declined to around E3.5 billion by 2020/21. It continues to comprise 95–97 per cent of total public spending in the sector. Development spending is very low, making up the remaining 4 per cent. Over the period, spending on development declined by 25 per cent to E152 million in real terms. Overall, there is mostly adequate school infrastructure in Eswatini but many schools lack IT and science equipment, laboratories and libraries; not all schools have adequate sanitation facilities; and some schools do not have any source of water. This points to the need for additional development spending to ensure adequately equipped and safe schools.

As Table 3.10 shows, salary costs, grants and subsidies constitute 96 per cent of total recurrent spending on education. Spending on materials and supplies accounts for the remaining 4 per cent, with most of it going towards textbook provision at primary level. Development spending is thus very low, at around 4 per cent of total public education spending.

Table 3.10: Trends in public recurrent and development education spending

	2016/17	2017/18	2018/19	2019/20	2020/21
	Actual	Actual	Actual	Budget	Budget
Current terms (E billions)					
Public recurrent education spending	3,940	3,874	4,027	3,958	3,870
Public development spending	193	144	129	135	169
Constant terms (constant 2018 E, billions)					
Public recurrent education spending	4,168	3,983	4,027	3,748	3,480
Public development spending	204	148	129	127	152
Share of total public education spending (per cent)					
Public recurrent education spending	95%	96%	97%	97%	96%
Public development spending	5%	4%	3%	3%	4%

Source: Education Sector Analysis (World Bank, 2021a)

3.6.3 Public recurrent education spending by education level and economic classification

The shares of total public recurrent spending for most subsectors have remained relatively stable, except for tertiary education, which increased, and junior secondary education, which decreased.

Over the period 2018/19–2020/21, the public recurrent spending shares of most of the education subsectors, as well as for cross-sectoral administration and teacher education, remained stable. The two main exceptions are tertiary education, which increased its spending share from 19 per cent to 21 per cent, and junior secondary education, for which the share declined from 22 per cent to 20 per cent. Recurrent spending on teacher education remained at 1–2 per cent of total recurrent spending, and for cross-sectoral administration this share was around 5–6 per cent.

The bulk of public recurrent spending goes to primary education, which accommodates the largest share of students by far. Primary education accounts for 43 per cent of public recurrent spending and for 66 per cent of total enrolment. At secondary level, the spending shares are roughly lined up with the enrolment shares: junior secondary education accounts for 23 per cent of recurrent spending and 20 per cent of enrolment, while senior secondary's share of recurrent spending is 12 per cent, with an enrolment share of 10 per cent (see Table 3.11).

Pre-primary education accounts for a minimal share of public recurrent education spending, despite low access because of limited public service provision. The share of pre-primary education in public recurrent education spending is a mere 0.1 per cent. To expand access to this level, which is crucial to early childhood development and to prepare children to enter primary school, spending at this level will need to increase substantially (see Table 3.11).

The shares of TVET and AELL in public recurrent education spending are very small, despite demand for these services. The relatively small share of recurrent spending for public formal TVET (1.4 per cent) contrasts with the shortages of skilled workers in the labour

Table 3.11: Trends in public recurrent education spending by education level

	Public total recurrent education spending (current E, million)		
	2018/19	2019/20	2020/21
Pre-primary	3	3	3
Primary	1,446	1,562	1,501
Junior secondary	800	855	793
Senior secondary	396	424	415
Tertiary education	714	757	818
Public formal TVET	48	52	50
AELL	13	13	13
Special needs education	15	16	15
Teacher education	55	63	59
Cross-sectoral administration	223	212	203
Total	3,713	3,958	3,870
	Public total recurrent education spending (percentage of total)		
	2018/19	2019/20	2020/21
Pre-primary	0.1%	0.1%	0.1%
Primary	39%	39%	39%
Junior secondary	22%	22%	20%
Senior secondary	11%	11%	11%
Tertiary education	19%	19%	21%
Public formal TVET	1.3%	1.3%	1.3%
AELL	0.4%	0.3%	0.3%
Special needs education	0.4%	0.4%	0.4%
Teacher education	1%	2%	2%
Cross-sectoral administration	6%	5%	5%
Total	100%	100%	100%

Source: Education Sector Analysis (World Bank, 2021a)

market. AELL is meant to provide a pathway back to formal education or to obtain an education certificate; given the large number of dropouts from the education system, the recurrent spending share of this subsector (0.2 per cent) appears small. Special needs education also receives a small share (0.4 per cent) but generally, students with special needs are in the mainstream education system.

Table 3.12: Trend in public recurrent education spending by economic classification

	Public recurrent education spending (current E, million)		
	2018/19	2019/20	2020/21
Salary	2,410	2,623	2,471
Non-salary	1,303	1,335	1,398
Materials and supplies	175	177	202
Grants and subsidies	1,128	1,158	1,197
Total	3,713	3,958	3,870
	Public recurrent education spending (percentage of total)		
	2018/19	2019/20	2020/21
Salary	65%	66%	64%
Non-salary	35%	34%	36%
Materials and supplies	5%	4%	5%
Grants and subsidies	30%	29%	31%
Total	100%	100%	100%

Source: Education Sector Analysis (World Bank, 2021a)

In contrast to the other subsectors, tertiary education receives a disproportionately large share of public recurrent education spending, relative to its enrolment share. Tertiary education only accounts for 3 per cent of total enrolment but consumes 20 per cent of public recurrent education spending. Of the recurrent spending on tertiary education, around 26 per cent is in the form of student support (scholarships, residence, meals, and so on.)

The distribution of education resources is highly inequitable, which contributes to high student dropout rates and reduces access to post-primary education. The representative urban student consumes 40 per cent more education resources than the representative rural student, while the representative student from the richest quintile of households consumes 70 per cent more of public education resources than the representative child from the poorest quintile. This is because urban

students and students from rich households stay in school longer and account for nearly all participation in tertiary education, which is by far the most expensive level. The need for households to spend relatively large shares of their incomes (ranging from 2 per cent to 10 per cent, depending on the education level) on primary and secondary education, with the largest spending items being school fees, uniforms and transport, constitutes a main barrier to education and contributes to inequality, as poorer households are less able to afford this spending.

Salary spending outweighs non-salary spending, and their relative shares in public recurrent spending have remained similar over 2018/19–2021/21. Salaries for teaching and non-teaching staff range from 64 to 66 per cent between 2018/19 and 2020/21 and outweigh non-salary spending, which ranges from 34 to 36 per cent.¹³ (see Table 3.12)

3.6.4 Average recurrent spending per student

Recurrent spending per student (in current terms) is lowest for primary (E6,400), followed by junior secondary (E11,200) and senior secondary (E11,900).

For TVET, there is a jump to almost E30,000 per student. This subsector tends to require more equipment and machinery, and depending on the programme, instructor salaries may be relatively high given their specialist skills. Recurrent spending per tertiary student outstrips that for the other levels at close to E63,000, which is equivalent to 120 per cent of GDP per capita. This means recurrent spending per tertiary student is 10 times higher than the spending per primary student.

Salary costs are the main driver of the recurrent spending per student while spending on materials and supplies is low at all levels except for TVET. Salaries comprise 78–86 per cent of the average spending per student for primary, secondary and TVET. In contrast, spending on materials and supplies, including textbooks and other teaching and learning materials,

¹³ Salaries for staff at tertiary institutions, including UNESWA, are not included because they come under grants and subsidies in the budget. This means that the true salary share is larger. Under the assumption that 90 per cent of MoET subsidies to universities go towards staff salaries, the salary share would be up to 71 per cent. Whereas spending on grants and subsidies is high at 29–31 per cent of total recurrent spending, especially at tertiary level, spending on materials and supplies is very low at only 4–5 per cent, which includes primary level textbooks. This will affect the availability of teaching and learning materials and equipment in schools.

only accounts for 1 per cent for secondary education to 6 per cent for primary and up to 14 per cent for TVET. The share of recurrent spending on grants and subsidies ranges from 13 to 15 per cent for primary and secondary. For tertiary education, grants and subsidies are the largest share (97 per cent) but most of this goes to support salaries. Meanwhile, recurrent spending per student on materials and supplies is very low at 1 per cent but the support for students included under grants and subsidies may also cover books (see Table 3.13 and Figure 3.45).

3.6.5 Household education spending

The average household spending per student is E875 for primary, almost E3,500 for junior secondary, close to E4,700 for senior secondary and jumps to around E10,400 for tertiary education. A main reason for much lower household spending on primary education is the FPE grants, and that non-fee costs at this level tend to be lower. At secondary level, average household education spending is higher because of school fees (these are only waived for orphaned and vulnerable

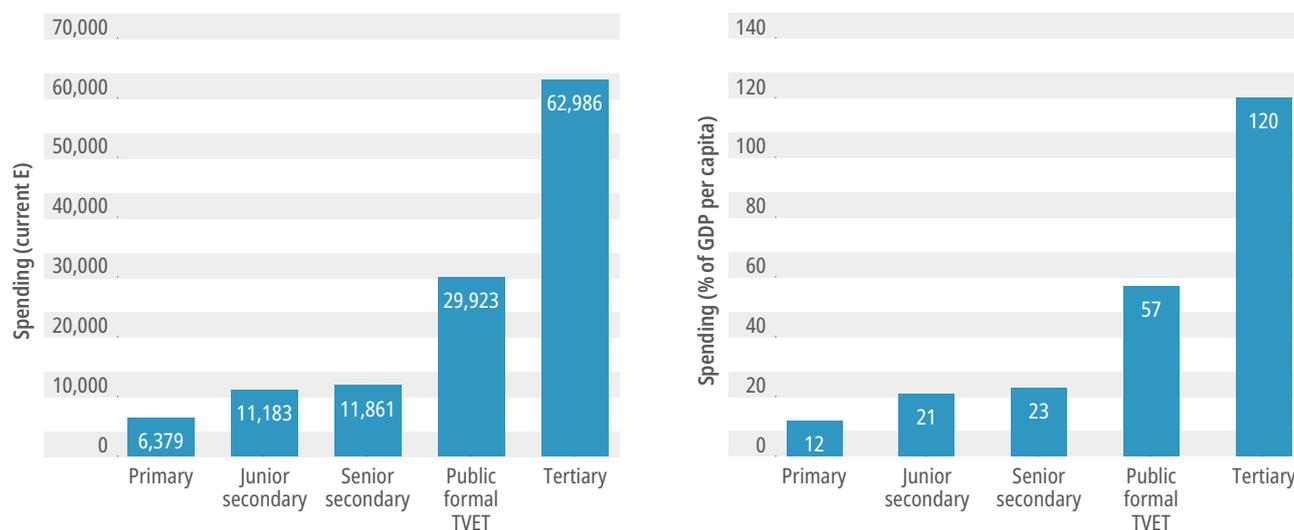


Figure 3.45: Average recurrent spending per student by education level (2017/18)

Source: Education Sector Analysis (World Bank, 2021a)

Table 3.13: Breakdown of the average recurrent spending per student (2017/18)

	Share of recurrent spending per student (%)			Public recurrent spending per student (current E)
	Salaries	Materials and supplies	Grants and subsidies	
Primary	78%	6%	15%	6,379
Junior secondary	84%	1%	14%	11,183
Senior secondary	85%	1%	13%	11,861
Public formal TVET	86%	14%	0%	29,923
Tertiary	2%	1%	97%	62,986

Source: Education Sector Analysis (World Bank, 2021a)

children) and because of higher non-fee costs at this level, for example for textbooks and transport.

The largest education spending items for households at primary and secondary levels are school fees, uniforms and transport. Although fees for primary school are covered by the FPE grants, households may pay top-up fees charged by schools to help cover their operational costs. School fees constitute 33 per cent of total household education spending at this level, uniforms is the biggest spending item (36 per cent), and transport between home and school is the third largest item (24 per cent).¹⁴ At the secondary level, households pay school fees, and these may differ between schools. For junior secondary education, school fees are the largest spending item by a considerable margin (66 per cent), followed by transport (14 per cent) and uniforms (13 per cent). Similarly, for senior secondary education, school fees are the largest education spending item for households (59 per cent), together with transport (14 per cent) and uniforms (9 per cent), but at this level examination fees are also a large item (9 per cent). For households with individuals attending tertiary education, the main spending item is tuition fees (68 per cent), followed by transport (20 per cent), textbooks (5 per cent) and examination fees (4 per cent).

At primary level, the share of household consumption devoted to education is larger for the poorest households. For attendance in government-aided schools, the poorest 40 per cent of the population spend on average 3 per cent of their total household consumption on primary education, while the remaining (richer) 60 per cent of the population spend

around 2 per cent. Many households that are among the richest 20 per cent send their children to private primary schools, accounting for their spending share on education rising to 5 per cent because of high fees at private primary schools.

The share of total household consumption that goes to secondary education doubles or more compared to primary level, except for the poorest households at senior secondary level. At junior secondary level, the poorest 40 per cent of households spend 7–8 per cent of their total consumption on education, whereas households in the middle quintile spend 10 per cent, and those in the top two quintiles spend 8 per cent and 6 per cent, respectively. For senior secondary education, the spending share of the poorest 20 per cent goes down to 4 per cent, which is arguably the result of many children in this group already having left school (see the chapter on primary and secondary education), meaning that the households left in this group are those with relatively higher consumption levels. For the other quintiles, their education spending shares range between 7 per cent and 9 per cent. Tertiary education is almost exclusively attended by individuals from the richest part of the population and about 9 per cent of their total consumption goes towards education spending.

3.6.6 Comparison of household and public education spending

Education spending by households is high and constitutes a notable share of total education spending, especially at secondary level. That households need to

The **largest** education spending items for households at **primary** and **secondary levels** are **school fees, uniforms** and **transport**.

¹⁴ To charge top-up fees, a school requires permission from MoET, but many schools charge top-up fees without having received permission. While schools with many students can benefit from economies of scale from the FPE grants, small schools can find it hard to fully cover school operational costs with the FPE grants due to fixed costs.

The share of **total household consumption** that goes to **secondary education doubles** or more **compared** to **primary level**, except for the **poorest households** at senior **secondary level**.

Table 3.14: Estimated average annual household and public spending per student by level

	Household spending per student (current E)	Government spending per student (current E)	Estimated total household education spending (current E, million)	Total public education spending (current E, million)	Household contribution to total (public and household) education spending (%)
Primary	875	7,496	236	1,749	12%
Junior secondary	3,476	13,112	304	1,011	23%
Senior secondary	4,690	13,881	167	608	22%
Higher	10,353	69,361	82	900	8%

Notes: (1) Public spending includes development spending. (2) Households spending includes all school types. (3) Public per student spending in 2017/18 has been adjusted to 2016/17 level.

Source: Education Sector Analysis (World Bank, 2021a)

spend large amounts on education out-of-pocket affects retention and equity in education. The estimated total spending by households on education is E236 million for primary, E304 for junior secondary, E167 for senior secondary, and E82 for tertiary level (see Table 3.14).

This means household spending on education accounts for an estimated 12 per cent of total spending at

primary level, and even larger shares of 23 per cent and 22 per cent for junior and senior secondary, which is to a larger degree driven by school fees.

At tertiary level, the contribution of households to total education spending is the smallest, at 8 per cent. This is because of the low participation rate and this subsector being heavily subsidized.



Children and youth are prepared for life through quality education, **leading to enhanced social and human capital development** and inclusive growth.

4

Chapter 4

ESSP strategic vision and implementation

4.1 Overall vision and goal of the ESSP 2022–2034

The ESSP is guided by an overall vision, which is in line with the National Development Plan: children and youth are prepared for life through quality education, leading to enhanced social and human capital development and inclusive growth.

The vision goes beyond the traditional understanding of education in which the learner progresses in a linear way through different levels. Instead, it embraces lifelong learning and stresses the importance of preparation for life – that individuals are able to make a decent living with good income earned through employment.

The ESSP takes a holistic approach around seven key strategic areas which have relevance for the entire education sector. Related subsectors cooperate closely in achieving the goals set out for the education sector.

4.2 Theory of change

Seven key strategic areas have been identified for the ESSP 2022–2034, which need to be addressed by all educational subsectors in order to realize the overarching vision of preparedness for life through quality education for all:

- Improving educational quality at all levels;
- Retaining students in school until completion;

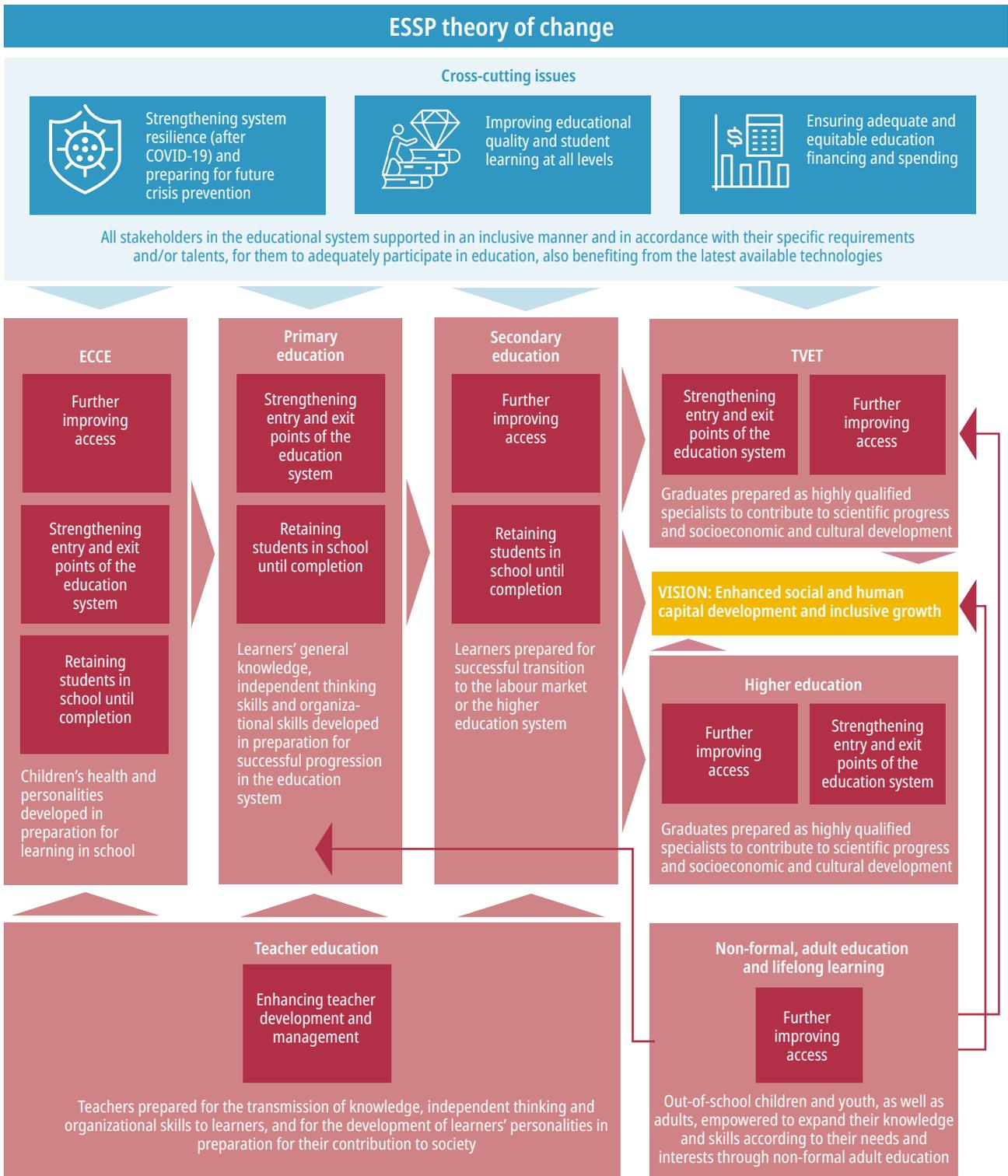


Figure 4.1: ESSP theory of change

- Strengthening entry and exit points of the education system;
- Enhancing teacher development and management;
- Ensuring adequate and equitable education financing and spending;
- Further improving access; and
- Strengthening system resilience (after COVID-19) and preparing for future crisis prevention.

All strategic areas are interlinked and contribute to reaching the overall vision by supporting and enabling learners to progress through the entire educational system in line with their specific requirements and/or talents. According to its theory of change, the education system is regarded as an enabler for achieving enhanced social and human capital development and inclusive growth, as Figure 4.1 shows.

4.3 Key strategic areas for realizing quality education

This section discusses the key strategic areas presented in the theory of change in more detail.

4.3.1 Improving educational quality and student learning at all levels

This key strategic area (KSA) focuses on continuous quality improvements based on (i) quality of teaching and learning through supporting and encouraging participatory and interactive learning approaches; (ii) skills standards of teachers and instructors; (iii) quality of infrastructure provided, including the need for supporting laboratories and other adequate teaching and learning materials; and (iv) continuous quality monitoring and assessments.

Key areas of attention identified by the Education Sector Analysis will be addressed by this KSA, with the main focus on the improvement of teachers' mastery of content and better mastery of the English language, particularly in primary education. While the change to competency-based learning outcomes also necessitates an adaptation of the pre-service and in-service (re-)training of teachers, it will also

create an impact on the reform of accompanying learning materials (especially textbooks) and the overall approach to examinations and assessments of learning outcomes. Curriculum implementation under the ESSP will be based on education for sustainable development, equipping learners with the knowledge, values and skills to participate in decisions about the way they do things individually and collectively, both locally and globally, and that will improve the quality of life in an ecologically oriented way. Cutting across the curriculum, education for sustainable development will support learners to learn about their environment; develop skills to investigate and solve issues in the environment; acquire attitudes of care and concern for the environment; and adopt behaviours and practices which protect the environment.

The curriculum will serve as an enabler of change by integrating key sustainable development issues such as climate change, biodiversity, gender equality, water and health promotion into teaching and learning. Teachers have a responsibility to ensure that learners develop an awareness and understanding of, and respect for, the environment in which they live. They must also encourage changes in learners' behaviour that will contribute to a sustainable future. STEM subjects are the main carriers of education for sustainable development at the general secondary level, but all subjects contribute to sensitizing learners to age-appropriate ways in which they can respect and care for the environment.

4.3.2 Retaining students in school until completion

Focal areas of this KSA will be (i) the strengthening of the foundation phase (Grade 0 and Grades 1–4); (ii) the provision of specialized primary teachers for the primary grades; (iii) the reduction of financial and non-financial barriers to staying in schools; (iv) the specific consideration of requirements of learners with special education needs to enter and remain in school; and (v) the provision of a variety of motivating options for post-secondary education and training (PSET), as reflected by a relevant TVET and AELL sector that is responsive to current labour market needs and requirements.

Furthermore, capacities will be increased to promote healthy, safe and protective school environments in

The **enrolment of teachers**, the distribution of **books** and the **upgrading of educational facilities** do not necessarily **make a difference** on their own if **teachers** are not put in a position to **transmit** their learning in **day-to-day teaching**.

line with the child-friendly schools principles, as an important prerequisite for keeping students in school. This will include the improvement of water, sanitation and hygiene facilities at all schools. This includes the provision of safe water and improved conditions for hand washing, functional gender-disaggregated toilets, and the development of strategies for safe behaviour and disaster risk reduction for schools. It will also include materials on topics such as environmental hazards and climate change and their impact on people in order to raise children's awareness of the need to reduce activities that are harmful to the environment.

4.3.3 Strengthening entry and exit points of the education system

The main priority under this KSA will be related to two major policy changes: (i) the elevation of the ECCDE sector to become a priority, significantly expanding government financial support to this sector, mainly the funding of infrastructure, teacher remuneration and materials; and (ii) for TVET to become a priority in the post-secondary education and training sector, receiving higher national budget allocations in favour of tertiary allocations. Currently, it receives a 20 per cent allocation with only 3 per cent enrolment. This would also result in increased allocations to industrial and agricultural colleges as well as MoET's rural education and skills centres. It would include the Sebenta National Institute as it is connected to the AELL component.

These policy changes will make it possible to reduce the currently disproportionately large share of public recurrent education spending for tertiary education (20 per cent), in the interest of a more equitable

distribution of funds for the benefit of the poorer population. As highlighted in the Education Sector Analysis, "the richest quintile of households consume(s) 70 per cent more of public education resources than the representative child from the poorest quintile". This highly inequitable distribution of education resources will now be corrected during the life span of the ESSP, by giving significantly larger shares to ECCDE as a main entry point into education to finance its expansion. TVET/AELL will be a main exit point from education for the majority of the population entering the labour market, with the most significant capital costs (infrastructure and teachers) relating to ECCDE.

Strengthening the entry and exit points of education will contribute greatly to the National Development Plan's goal of achieving 'enhanced social and human capital development and inclusive growth', and reconfirms the ESSP's role to 'prepare for life' through quality education.

4.3.4 Enhancing teacher development and management

The teacher's methodological approach plays a central role as teachers are at the centre of delivering educational quality. The enrolment of teachers, the distribution of books and the upgrading of educational facilities do not necessarily make a difference on their own if teachers are not put in a position to transmit their learning in day-to-day teaching. The impact of modern and stimulating educational methodology is a decisive factor for the improvement of educational quality. It generally comprises three interlinked performance standards: (i) the quality of teaching and learning in

the school; (ii) students' personal development and safety; and (iii) the effectiveness of leadership and management of the school.

Consequently, the management and professional status of teachers and educational staff (and their equitable placement) will be improved through (i) continuous professional upgrading and strengthening the provision of continuous professional development, together with promotional opportunities for teachers that would lead to more remuneration; (ii) organizational measures (such as teacher incentives) to ensure adequate teacher coverage of hardship areas; and (iii) the introduction of systematic national learning assessments to regularly monitor learning progress as the ultimate reflection of teacher performance.

Regarding professional support and capacity building of teachers, the specific needs of the various target groups according to the subsectors will be taken into account. As a consequence, MoET will aim at providing specially qualified teachers for ECCDE and primary education, and will facilitate enhanced subject knowledge of secondary education teachers. For the PSET sector, qualified personnel will be trained specifically for the TVET and AELL subsectors, in close alignment with concrete needs and demands of the labour market (in order to strengthen the exit points of education, see also section 4.3.3 above).

The ESSP will thus operationalize teacher support at various levels: the training of teachers (ECCDE, primary education, secondary education); instructors, for PSET and particularly for TVET; teacher trainers for teacher training and in-service training [INSET]); lecturers in tertiary education; and trainers for AELL. In addition, all pedagogical staff need to be constantly upgraded to identify and to respond to special educational needs of learners. This key strategic area therefore relates to a broad variety of target groups for different kinds of teacher training, together with related training for other educational staff (such as educational administrators at various levels of the system, including head teachers at school level).

Over the past few decades, many countries have been adjusting teaching policies as both a result of new insights into learning processes and changing

perceptions of the role of education in society. Voluntarily or not, teachers are playing a broader role. The intensified focus on learner-centeredness will result in teachers being expected to change their approaches in an area which is at the core of their professional activity: the initiation and management of learning processes. While the goal of learning processes used to be focused on the acquisition of knowledge and its reproduction, school education is increasingly embracing the learner's character development. Competences related to the domains of 'learning to learn' and 'interpersonal and civic competences' are to be developed through the teaching of all subjects.

4.3.5 Ensuring adequate and equitable education financing and spending

Before COVID-19 mitigation responses, Eswatini was already under significant fiscal pressure, with subdued growth, anticipated further declines in SACU revenues and growing fiscal deficits (IMF, 2017). Mitigation measures to address the spread of the pandemic resulted in a real GDP decline of 3.3 per cent in 2020 and 1.4 per cent in 2021 (IMF, 2021). While there is a great deal of uncertainty in estimating growth trends as COVID-19-associated risk declines in the region, for at least the first years of the 2022–2034 ESSP period, the fiscal space for new government spending will be extremely tight.

With new spending significantly constrained for at least the initial period of the ESSP, improving outcomes and enhancing equity will be realized through rationalizing and prioritizing current spending. Activities to implement the seven key strategic areas require a mix of reallocation of current spending and protecting current spending levels with additional spending in later years of the plan as economic growth and government revenues recover.

Significant reallocations of spending are required to expand coverage of ECCD from its current levels to universal coverage during the ESSP and to improve the quality of and expand opportunities for PSET – in particular TVET and AELL. While these priorities require reallocation of spending, it will also be important to protect current spending in areas that reduce financial and non-financial barriers for vulnerable students (including special education needs) and ensure

minimally adequate operational resources for schools (FPE grants, OVC grants).

With the current allocation of education spending, “the richest quintile of households consume(s) 70 per cent more of public education resources than the representative child from the poorest quintile” (World Bank, 2021a). Reallocation of current spending to prioritize ECCDE and PSET (TVET and AELL) will improve the equity in education spending, with other equity improvements being realized through the prioritization of investments in facility rehabilitation, water, sanitation and hygiene and teacher incentives in underserved areas.

4.3.6 Further improving access

The improvement of access primarily refers to (i) an expansion of the ECCDE system in order to achieve nationwide 100 per cent ECCDE enrolment by 2034; (ii) improved access to opportunities specifically in the TVET and AELL subsectors for learners to eventually enter the labour market and to secure gainful employment, including facilitating inclusive growth for disadvantaged population groups; and (iii) targeted coverage of all educational subsectors in relation to significantly improved access by special education needs learners and students.

Regarding improved access to quality education, the focus will be on strengthening the material-technical base of educational institutions by construction, reconstruction and repair, with the aim of equipping institutions with modern teaching and laboratory equipment, computers and teaching aids. This has relevance for all educational subsectors, particularly preschool education, which requires substantial investments in line with the ambitious expansion targets set for 2021 and 2031. Enabling infrastructure will also include the use of modern electronic training programmes (see also section 4.3.7 below).

4.3.7 Strengthening system resilience (after COVID-19) and preparing for future crisis prevention

The COVID-19 outbreak, the subsequent closure of schools and the accompanying economic impact have

severely affected the education sector. With regard to distance learning, many learners and teachers were prevented from taking part due to lack of access to the internet and/or electronic learning devices. The ESSP will take into account lessons learned during the pandemic, in order to be prepared for possible future crises and/or a prolonged COVID-19 scenario.

Following the immediate system rebuilding, i.e., the recovering of teaching/learning deficits due to reduced access to schooling during the outbreak, the ESSP will primarily focus on (i) realizing digital connection of all schools; (ii) developing and integrating distance learning strategies into schooling (also as an alternative during non-pandemic times for learners not having immediate access to schooling); and (iii) strengthening life skills training programmes (including behavioural guidance during pandemic situations). This will go in parallel with the creation of an enabling infrastructure to secure the use of electronic training modalities (see also section 4.3.6 above).

4.4 Supplementary strategic areas

In addition to the seven key strategic areas outlined in section 4.3 above, there are an additional six supplementary strategic areas, which are of cross-cutting relevance during the entire implementation process of the ESSP, and which need to be considered during reporting and assessment.

4.4.1 Accessibility

Accessibility specifically refers to (i) ECCDE (according to the expansion plan); (ii) remote and otherwise disadvantaged areas and communities; (iii) and TVET and AELL. As a cross-cutting issue, particular consideration needs to be given to children with special education needs, in all educational institutions.

4.4.2 Availability

Availability is closely related to accessibility but redirects the focus on infrastructural issues – such as construction, reconstruction and renovation of

educational institutions. This is also reflected in the KSAs in relation to implementing targeted measures to strengthen the material-technical base of educational institutions through construction, reconstruction and repair, and ensuring the provision of modern teaching and laboratory equipment, computers and teaching aids.

4.4.3 Acceptability

Acceptability relates to some existing customs and mindsets which might resist specific elements in the educational system. This particularly refers to issues related to inclusive education, with a rather low proportion of special education needs students currently integrated into mainstream teaching, and gender issues, especially with regard to PSET, where fewer women are enrolled in the PSET institutions compared to men (in contrast to primary and secondary enrolment, where no such disparity exists). There might also be resistance to AELL as an accepted way of re-entering the labour market.

4.4.4 Adaptability

This is primarily a systemic issue and refers to all educational subsectors, which need to be able to adapt to changing circumstances. Adaptability will be crucial during the ESSP planning process, particularly in light of a possibly prolonged COVID-19 scenario, and also with a view to anticipating future pandemic scenarios (as indicated under 4.3.7 above).

4.4.5 Participation of parents and communities

Parent and community participation is key to ensuring ownership of strategies and sustainable success. In particular, this will refer to the development of effective and acceptable models for the expansion of the ECCDE sector.

4.4.6 Partnerships and integration of approaches

This is an area of prime importance for establishing effective cooperation between the labour market and professional training. Under the ESSP, a strong social partnership model may eventually make the professional education system more attractive for professionals in the economy and allow professional education institutions to attract experienced and motivated practitioners for full- or part-time employment. This will be further considered during the course of ESSP implementation.

4.5 ESSP strategic outline

Table 4.1 is positioned at the highest systemic level and shows how the different key strategic areas of the ESSP are linked to the strategic objectives of the educational subsectors (as a prerequisite for identifying cross-cutting goals and programmes of the Results Framework).

The strategic areas thus refer to the vision and overall goal of the ESSP 2022–2034. They focus on reaching the desired state of education, on the basis of the conclusions and recommendations of the Education Sector Analysis. They are operationalized further and in more detail in the goals, programmes and key activities of the various programmes (see Chapter 5, specifically section 5.2).¹⁵

It should be noted that this list is not meant to be exhaustive but rather will be continuously discussed and reflected upon in detail during ESSP implementation.

¹⁵ Since the overall Results Framework presented in Chapter 5 takes a holistic view and incorporates all subsectors under all goals, the wording used in the Results Framework needed to be adapted slightly from the wording used in this section when grouped according to educational subsectors. Nevertheless, all strategic objectives listed in the tables are fully reflected in the Results Framework.

Table 4.1: ESSP strategic outline of key strategic areas linked to strategic visions of the educational subsectors

Strategic objectives of the educational subsectors	ESSP key strategic areas (KSAs)						
	Improving educational quality and student learning at all levels	Retaining students in school until completion	Strengthening entry and exit points of the education system	Enhancing teacher development and management	Ensuring adequate and equitable education financing and spending	Further improving access	Strengthening system resilience (after COVID-19) and preparing for future crisis prevention
Ultimate outcome for all educational activities (in line with Vision and National Development Plan): Enhanced social and human capital development and inclusive growth							
1. Early childhood care, development and education							
Making ECCDE an educational priority	•	•	•			•	
Expanding the network of ECCDE institutions			•			•	
Reaching 100% ECCDE enrolment nationwide			•			•	
Improving access to ECCDE by learners with special education needs			•		•	•	
Improving teaching in ECCDE in learners' preparation for Grades 1–4	•	•		•			
Developing and implementing standardized ECCDE curriculum for learners aged 3–5 years, based on Early Learning Development Standards	•						
Implementing existing Grade 0 curriculum for learners aged 5–6 years	•						
Streamlining registration process and quality assurance mechanism	•		•	•			
Setting up system for systematically monitoring ECCDE services	•			•			
Strengthening coordination between involved ministries	•				•		
Improving the system of continuous education	•	•					
Increasing access to quality education	•		•			•	
Training of qualified personnel according to labour market needs	•			•			
Strengthening material–technical base of educational institutions	•				•		•
2. Primary education							
Improving teaching in foundational grades (Grades 1–4)	•	•	•	•			
Ensuring that primary school teachers are specifically qualified to teach at primary level	•			•			
Reducing both financial and non-financial barriers to staying in school		•			•	•	
Improving access to primary education for learners with special education needs		•			•	•	
Ensuring full provision of primary schools with laboratories, libraries and related equipment	•	•				•	

Strategic objectives of the educational subsectors	ESSP key strategic areas (KSAs)						
	Improving educational quality and student learning at all levels	Retaining students in school until completion	Strengthening entry and exit points of the education system	Enhancing teacher development and management	Ensuring adequate and equitable education financing and spending	Further improving access	Strengthening system resilience (after COVID-19) and preparing for future crisis prevention
Rolling out the new competency-based curriculum	•			•			
Improving English language instruction in the early grades	•	•		•			
Establishing systematic national learning assessments to regularly monitor progress	•	•		•			
Introducing teacher incentives for hardship postings of teachers				•	•	•	
Realizing digital connection of all schools	•						•
Developing and integrating distance learning strategies into schooling						•	•
3. Secondary education							
Improving content knowledge of secondary education teachers	•			•			
Reducing both financial and non-financial barriers to staying in school		•	•		•	•	
Improving access to secondary schools in underserved catchment areas		•	•		•	•	
Rehabilitating secondary schools to ensure they meet minimum standards (particularly with regard to water, sanitation and hygiene)	•				•	•	
Ensuring full provision of secondary schools with laboratories, libraries and related equipment, particularly computers	•				•		
Improving access to secondary education for learners with special education needs		•			•	•	
Rolling out the new competency-based curriculum	•			•			
Strengthening life skills training programmes	•	•					•
Establishing systematic national learning assessments to regularly monitor progress	•	•		•			
Introducing teacher incentives for hardship postings of teachers				•	•	•	
Realizing digital connection of all schools	•						•
Developing and integrating distance learning strategies into schooling						•	•
4. Post-school education and training, comprising tertiary education, TVET and AELL							
Increasing access to PSET, in particular TVET and AELL, as an enabler of income generation and inclusive growth		•	•			•	
Raising budget allocations to TVET and AELL to ensure reflection of equity issues in PSET education provision					•		

Strategic objectives of the educational subsectors	ESSP key strategic areas (KSAs)						
	Improving educational quality and student learning at all levels	Retaining students in school until completion	Strengthening entry and exit points of the education system	Enhancing teacher development and management	Ensuring adequate and equitable education financing and spending	Further improving access	Strengthening system resilience (after COVID-19) and preparing for future crisis prevention
Establishing and continuously updating regulatory and coordination framework for PSET to ensure reflection of labour market needs	•		•				
Developing and continuously monitoring a coherent TVET legislative framework	•						
Strengthening engagement with employers to improve relevance of all training programmes	•		•				
Expanding and structuring work-based learning	•	•	•			•	
Establishing and continuously implementing a systematic monitoring system for PSET, especially TVET, to assess the quality of service delivery	•			•			
Strengthening coordination between involved ministries	•				•		
Training of qualified personnel according to labour market needs	•	•		•			
Strengthening material–technical base of educational institutions	•				•		•
5. Teacher training and management							
Establishing and continuously updating a comprehensive teacher management database, integrated into EMIS				•			
Strengthening evidence-based planning and programme design, based on key data on teachers and head teachers				•			
Ensuring that 100% of teachers have recognized teaching qualifications	•	•		•			
Providing specialized and targeted training to qualify as a primary school teacher, including the teaching of multiple subjects	•			•			
Strengthening teacher content knowledge	•	•		•			
Strengthening teacher knowledge of interactive, participatory teaching practices	•	•		•			
Providing ongoing support to teachers to deliver the competency-based curriculum	•	•		•			
Inducing prospective teacher students to choose STEM subjects	•	•		•			
Supporting teachers to make use of locally available resources	•			•			
Supporting teachers to encourage peer-to-peer learning	•			•			
Creating incentives for teachers to undergo continuous professional development	•			•			

4.6 Capacity assessment

Eswatini has sound national capacity with regard to the development of national strategies and plans on reforming the education sector, as particularly evidenced by (i) the National Education and Training Improvement Programme (2013–2017; 2018/19–2020/21); (ii) the Kingdom of Eswatini Strategic Road Map (2019–2022); (iii) the Out-of-School Children Study (MoET and UNICEF, 2018) and, in a cross-cutting way, (iv) the National Development Plan.

Furthermore, the ongoing competency-based curriculum reform process contributes significantly to achieving the Sustainable Development Goals of the United Nations. At the same time, support would be beneficial for further strengthening knowledge on the latest international standards, practices and experience in the field of financial and programme management, and on developing the M&E system, including the strengthening of the EMIS.

The country has sufficient capacity to implement projects and programmes in collaboration with international partners. The ongoing and completed international projects included in various framework programmes reflect the ability to plan and manage projects at the national level and participate constructively in international exchange. In order to further build on existing capacities, further training, in particular management training for government officials, school directors and administrative personnel at national and regional levels, will be useful. Furthermore, there is a need for capacity building on monitoring systems and methods of monitoring, based

on the best international practices, in order to ensure that the decisions made will be based on accurate, timely and universally accepted data and procedures.

Further development of the country's potential will be enhanced by the selection of the most effective technologies and dissemination of these. Six target groups can be identified:

- Government officials, who make decisions and can influence the public opinion;
- School directors/principals, who will direct their focus to improved educational management;
- Other managers and executors of programmes and projects related to the ESSP;
- Teaching method specialists at national and regional levels;
- M&E specialists at all levels of the organizational structure within the education sector; and
- Heads, teachers and instructors of PSET education institutions.

4.7 Communication plan

The plan for communicating and disseminating the ESSP targets to the general public, project/programme implementers and development partners is directed at attracting investments and support from other stakeholders. Communication activities will be carried out primarily through web-based information systems, as well as meetings, working sessions, round-table discussions, dissemination of publications and electronic databases. Dissemination of information includes timely collection of information and ensuring access to information among the implementers of the

In order to **further build** on existing capacities, **further training**, in particular management training for **government officials, school directors** and **administrative personnel** at national and regional levels, will be useful.

ESSP over the entire period of the implementation process. The mechanism of information collection and processing is based on the ESSP M&E system and will be carried out through a number of different methods, including:

- Regular round-table discussions with participation of all ministries and agencies holding responsibility for implementation of the ESSP;
- Periodical regional orientation meetings with representatives of the education system (including students, teachers, parents and development partners), non-governmental organizations, the private sector and local authorities;
- Consultations on designing and disseminating materials among beneficiaries, parents and other stakeholders;
- Reports in the mass media to ensure regular publications on the process of the ESSP implementation; and
- Publications on the ministries' and other educational websites, providing regular detailed progress reports on each component of the ESSP and upcoming activities.

The communication plan will be elaborated and continuously expanded/improved based on the

needs of each implementation period and in relation to the progress of the respective ESSP activities and programmes. The feedback from all stakeholders generated through the communication plan will inform forthcoming revisions and adaptations of the ESSP and its related Action Plan.

4.8 Risk assessment

The government is fully committed to implementing the ESSP. Furthermore, Eswatini is maintaining socioeconomic stability, and education is identified as a priority area within the domain of social development. No changes with regard to the political course of the government in relation to the priority areas outlined in the ESSP are expected in the short term.

At the same time, the government acknowledges that there are certain risks which might, directly or indirectly, impact on the results of the programmes and activities to be implemented. These risks are assessed below on a scale of severity (probability and impact combined) for each risk, along with specific mitigation measures (see Tables 4.2 and 4.3).

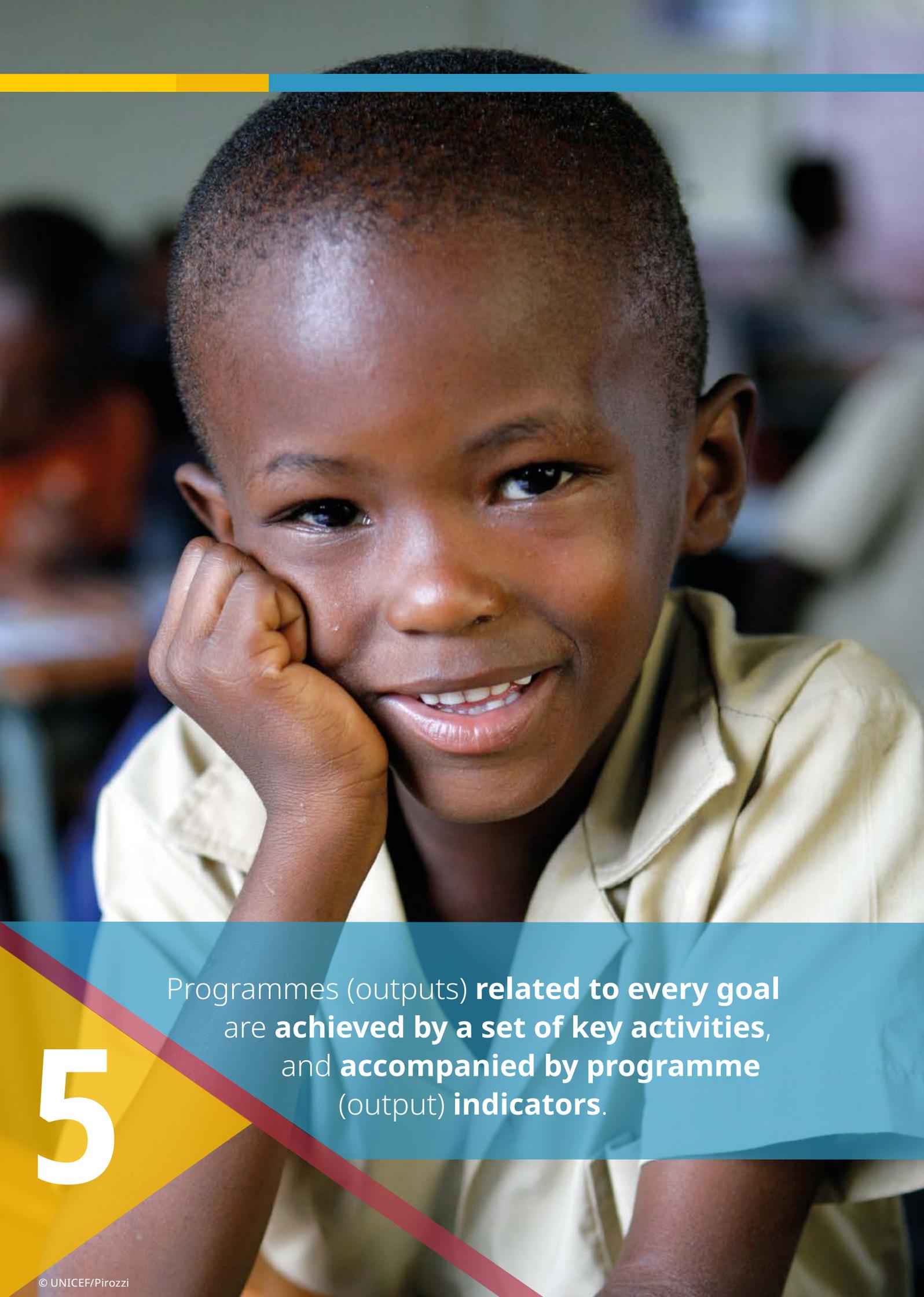
Table 4.2: Ratings reflecting degree of severity of risks

IMPACT	High	3	4	5
	Medium	2	3	4
	Low	1	2	3
		Low	Medium	High
PROBABILITY				

The government acknowledges that there are **certain risks** which **might, directly or indirectly, impact on the results** of the programmes and activities to be implemented.

Table 4.3: Risk assessment

Identified risk	Severity			Mitigation strategies
	Probability	Impact	Rating	
School closures reoccur following a worsening of the COVID-19 pandemic.	Medium	High	4	The mitigation of the risk will be achieved through KSA 7 (Strengthening system resilience [after COVID-19] and preparing for future crisis prevention). This will be together with tailored specialized training and other support provided by international donors in the area of capacity building for ESSP implementation and M&E of the implementation process.
Uncertainties in covering actual budget requirements due to large-scale changes in the education sector, in particular with regard to ECCDE extension.	Medium	High	4	Should any instability of financing occur in the process of ESSP implementation, the structure of the ESSP could be changed, as it is regarded as a 'living document'. However, it is expected that due to expected buy-in of donors and possible involvement of the private sector, it will be possible to pursue the projected strategies without revising the original tasks.
Challenges around the administration of the ESSP, i.e., insufficient capacity – particularly in terms of human resources.	Medium	Medium	3	Such risk will be mitigated significantly through joint coordination and monitoring with international donors, as well as capacity building for officials, following the results-based management method.
Low buy-in of society into the ESSP, maybe even expressing a negative attitude towards the ESSP as a whole and its individual components (areas) in particular.	Low	High	3	Socioeconomic results and consequences of ESSP implementation shall be made clear not only to the education community but also to the society as whole. A key activity for mitigating this risk is related to timely sensitization work and awareness raising, i.e., by informing the population on the goals, objectives and implementation processes of the ESSP. Further acceptance and buy-in will also be facilitated by joint donor reviews of the ESSP implementation.
In the second half of 2021, there was civil unrest in the country. This could happen again and pose potential risk regarding the implementation of the ESSP.	Medium	Medium	3	The country is working on a learner management system that will ensure learners are able to access education remotely at home.
<p>Potential lower revenues from SACU in 2022 pose a risk as 30–40% of the national budget is financed through SACU receipts. Dwindling SACU receipts are a result of the impact of ongoing lockdowns experienced in the previous two years. This could affect the resource envelope and have a negative impact in the medium-term fiscal framework that informs the annual budgets.</p> <p>However, education has always been a prioritized sector. In addition, SACU member states projected positive economic growth and easing of lockdowns among other positive indicators, such as restored peace and order in the region. The risk can therefore be regarded as 'medium', also as the economic outlook of the world economy is expected to grow by 4.4 per cent in 2021 following the contraction in the previous year.</p>	Medium	Medium	3	<p>The country is yet to develop a mitigation strategy for SACU volatility. However, past practice has been to cut budgets by a fixed percentage across the spectrum of sectors as a first line of response. Furthermore, the government has committed to increasing domestic revenue collection through, for example, mining licence issuance and implementation of the post-COVID-19 recovery plans.</p> <p>A supporting mitigation strategy would be to redirect funds to prioritize the ESSP activities. Furthermore, funding from the Global Partnership for Education and World Bank will not be affected by potential budget cuts. Also, additional donor funding should be attracted to compensate for any budgetary shortcomings. MoET will first have to identify the funding gaps then call a donor conference to request financial support (this is also mentioned as an activity/sub-activity in the ESSP).</p> <p>As a further mitigating strategy, basic social service spending needs should be protected from the impact of declining revenues, for example by increasing domestic revenues from improving tax collection and fees.</p>



Programmes (outputs) **related to every goal** are **achieved by a set of key activities**, and **accompanied by programme (output) indicators**.

5

Chapter 5

Action Plan: Operationalizing the ESSP strategic outline

The strategic framework for the ESSP is determined by the goals (outcomes) and programmes (outputs) of the respective key strategic areas (KSAs). In operationalizing the strategic vision, goals of every KSA are broken down by programmes.

5.1 Goals and programmes across key strategic areas

Goal = G; Programme = P

G 1	Goal 1: Educational quality and student learning improved at all levels
P 1.1	Expand ECCDE provision and expand the network of ECCDE institutions
P 1.2	Roll out the new competency-based curriculum
P 1.3	Improve the system of continuous education
P 1.4	Strengthen existing monitoring procedures to ensure a comprehensive understanding of the education sector

G 2	Goal 2: Students retained in school until completion
P 2.1	Reduce both financial and non-financial barriers to staying in school
P 2.2	Establish systematic national learning assessments to regularly monitor progress
P 2.3	Provide assistance to learners at risk of dropping out

G 3	Goal 3: Entry and exit points of the education system strengthened
P 3.1	Improve teaching in foundational grades (Grades 1–4)
P 3.2	Improve English language instruction in the early grades

P 3.3	Increase access to PSET, in particular TVET and AELL
P 3.4	Establish and continuously update regulatory and coordination framework for PSET to ensure reflection of labour market needs

G 4	Goal 4: Teacher development and management enhanced
P 4.1	Establish and continuously update a comprehensive teacher management system, harmonized between the Teaching Service Commission and the EMIS
P 4.2	Strengthen evidence-based planning and programme design, based on key data on teachers and head teachers
P 4.3	Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels
P 4.4	Develop and implement an incentive system for teachers (addressing, inter alia, the need to undergo continuous professional development and accept hardship postings)

G 5	Goal 5: Adequate and equitable education financing and spending enhanced
P 5.1	Raise budget allocations (particularly for ECCDE and TVET) and continuously secure budget availability
P 5.2	Ensure adequate financial/budget reflection of equity issues in education provision
P 5.3	Strengthen budget coordination and planning between involved ministries
P 5.4	Mobilize resources to ensure adequate funding for the education sector

Missing **baselines** are **generally related** to the fact that **new programmes** have been added to the **ESSP**, and that **valid reference data** are **not yet available**.

G 6	Goal 6: Further improving access
P 6.1	Ensure equity and equality of opportunities for inclusive quality education in primary schools
P 6.2	Ensure equity and equality of opportunities for inclusive quality education in secondary schools
P 6.3	Ensure equity and equality of opportunities for inclusive quality education in PSET
G 7	Goal 7: System resilience strengthened (after COVID-19) and prepared for future crisis prevention
P 7.1	Assess impact of COVID-19 on learning across all educational subsectors
P 7.2	Develop and implement a plan for recovery of lost learning due to the impact of school closures and other COVID-19 effects
P 7.3	Develop a resilience strategy and make investments in technology and materials for implementing it

5.2 Key activities by goals and programmes

Programmes (outputs) related to every goal are achieved by a set of key activities, and accompanied by programme (output) indicators. The related Action Plan with further detailed information per activity, including a Gantt figure with reference to the implementation period 2022–2034,¹⁶ is provided in the tables below. Activities will be further broken down into numerous sub-activities as part of the work related to the annual action programming.

All indicators refer to programmes, i.e., monitoring the effect of all activities combined towards achieving the specific programme. All indicators presented in this section represent the pool out of which key performance indicators (KPIs) have been selected, which will be further discussed in section 6.3.

A few indicators do not yet contain baselines and/or targets. This is mostly because, to establish sound baselines and adequately assess those indicators, specific baseline surveys need to be carried out as one of the first activities under the ESSP. Missing baselines are generally related to the fact that new programmes have been added to the ESSP, and that valid reference data are not yet available. In a few instances, baselines are available, but targets still need to be discussed among MoET departments. Again, this will be scheduled as one of the first activities under the new ESSP.

Occasionally, process indicators have been included if certain achievements are considered to be key milestones in a development process, and where the achievement of such a milestone has been regarded as a main event that needs to be monitored.

¹⁶ Broken down into five intervals of two years and a final interval of four years. The latter will be refined before the start of the fourth interval (2028–2029).

5.2.1 Goal 1: Educational quality and student learning improved at all levels

Programme 1.1: Expand ECCDE provision and expand the network of ECCDE institutions

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
1.1.1	Construct and/or upgrade infrastructure within the context of Grade 0	Participation rate among children aged 3–4 years	22%	2026: 29% 2030: 38% 2034: 50%	MoET data					
1.1.2	Increase access to quality ECCDE programmes	Percentage of public-supported ECCDE institutions	0%	2026: 15% 2030: 35% 2034: 50%	ECCDE department data					
1.1.3	Construct and/or upgrade facilities and infrastructure for ECCDE				Procurement reports					
1.1.4	Identify ECCDE specialists to become ECCDE lecturers	Participation rate among children aged 5 years	40%	2026: 52% 2030: 69% 2034: 90%	Staffing reports					
1.1.5	Request and recruit staff for Grade 0	Percentage of public-supported Grade 0 classes	20%	2026: 41% 2030: 69% 2034: 90%						
1.1.6	Create posts for ECCDE lecturers in all teacher training colleges									
1.1.7	Strengthen early identification and intervention strategy for children with special education needs									
1.1.8	Expand inspectorate services for ECCDE centres and Grade 0									

Occasionally, **process indicators** have been included if **certain achievements** are considered to be **key milestones** in a **development process**, and where the **achievement** of such a **milestone** has been regarded as a **main event** that needs to be **monitored**.

Programme 1.2: Roll out the new competency-based curriculum

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
1.2.1	Procure relevant pre-service training (PRESET) and INSET training and learning materials (including Grade 0, special education needs) for teacher resource centres and teacher training colleges	Number of subjects where relevant PRESET and INSET training and learning materials were procured	PRESET: 3 INSET: 3	PRESET: to be determined (TBD) INSET: TBD	MoET data PRESET and INSET data					
1.2.2	Capacitate INSET staff on school leadership/management, pedagogy, curriculum and other professional issues, within the context of competency-based education	Percentage of teachers and head teachers trained in line with the needs of a competency-based curriculum	0%	2026: 50% 2030: 80% 2034: 100%	PRESET and INSET training and learning materials INSET training reports					
1.2.3	Develop and implement a pre-service curriculum that will embrace competency-based education	Score expressing improved competencies of learners (qualitative survey) ¹⁷	TBD based on results of qualitative survey (2022)	TBD following baseline	Pre-service curriculum embracing competency-based education					
1.2.4	Mainstream disability issues in the different subjects				Competency-based education training reports					
1.2.5	Retrain and continuously support head teachers and teachers in line with the needs of a competency-based curriculum and based on the National Qualifications Framework and national standards				National Curriculum Centre data					
1.2.6	Capacitate irrelevantly qualified teachers with appropriate skills to teach in primary schools				Curricula					
1.2.7	Procure and continuously review/update textbooks matching the requirements of the competency-based curriculum				Textbooks					
1.2.8	Gradually introduce TVET competency-based curricula based on occupational unit standards for training programmes in key economic growth sectors	Percentage of TVET competency-based curricula introduced	0%	2026: 30% 2030: 60% 2034: 90%						

17 Qualitative survey to be carried out in 2022.

Programme 1.3: Improve the system of continuous education

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
1.3.1	Reinforce linkages with relevant partners, role-players and stakeholders, particularly politicians	Percentage of programmes with partners who have signed memoranda of understanding (MoUs) with MoET ¹⁸	0%	2026: 25% 2030: 50% 2034: 80%	MoUs with MoET					
1.3.2	Design and implement an advocacy and communication strategy for improving the image and relevance of basic literacy and non-formal education for social and economic development				Advocacy and communication strategy					
		Number of schools offering qualifications beyond SGCSE ¹⁹	3	2026: 8 2030: 15 2034: 20	Tracer studies					
1.3.3	Introduce/expand basic literacy and non-formal education, primary and secondary education learning centres for the blended approach to teaching and learning	Percentage of pre-vocational students accepted by universities	TBD	2026: 5% 2030: 10% 2034: 20%	Capacity assessment reports					
1.3.4	Develop qualifications beyond SGCSE (A Level, AS [Advanced Subsidiary] Level)	Number of institutions conducting tracer studies ²⁰	2	2026: 10 2030: 30 2034: 60	Minutes of meetings					
1.3.5	Consolidate and market pre-vocational education, also improving the scope and management structure (including an adequate budget to sustain the programme rollout)	Percentage of learners participating in established learnerships ²¹	97%	2026: 100% 2030: 100% 2034: 100%	Higher education institution reports					
1.3.6	Encourage higher education institutions to accept students with pre-vocational subjects	Percentage of employment of graduates of higher education institutions in the fields of science, culture and production ²²	TBD once more institutions conduct tracer studies (see indicator 1.3.4 above)	TBD following baseline	MoET reports					
1.3.7	Equip training institutions with adequate and sufficient modern training materials and tools to enhance training capacity and improve quality in identified economic growth areas	Human Development Index as an indicator for the level of development of the economy, science and culture in the country	Rank 138	2026: Rank 133 2030: Rank 128 2034: At least rank 123 (i.e., top 10% of medium human development countries)						
1.3.8	Improve the capacity of TVET instructors and management for relevance, quality and smooth delivery of TVET									
1.3.9	Develop and implement a plan for conducting stakeholder meetings in order to continuously engage with employers, especially the private sector, for the benefit of TVET graduates									

18 At the moment, there are no MoUs, only institutional arrangements.

19 Advanced Subsidiary Level, A Level currently offered by 3 out of 300 schools.

20 Currently conducted by ECOT and VOCTIM.

21 Learnerships are obligatory. However, they need to be enforced and then maintained at 100 per cent.

22 To be included as indicator once more institutions conduct tracer studies (currently only ECOT and VOCTIM).

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
1.3.10	Develop and implement a plan for higher education institutions to conduct relevant tracer studies (according to agreed-upon priorities) for improvement of programmes and employability opportunities									
1.3.11	Develop partnerships with industry in order to run study courses that are demand driven rather than supply driven and which combine theoretical training at a higher education institution with practical training conducted at the industrial partner company (referred to as learnerships, internships, workplace-based learning)									

Programme 1.4: Strengthen existing monitoring procedures in order to ensure a comprehensive understanding of the education sector

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
1.4.1	Operationalize ESSP monitoring framework	ESSP monitoring framework adopted and implemented at regular intervals	No	2026: Yes 2030: Yes 2034: Yes	ESSP monitoring framework operational plan					
1.4.2	Integrate ESSP KPIs into the EMIS									
1.4.3	Conduct yearly joint education sector reviews together with development partners	Number of education sector reviews conducted	0	2026: 5 2030: 9 2013: 13	EMIS data MoET statistical data					
1.4.4	Conduct qualitative impact assessments every two years (based on a representative sample)	Number of qualitative impact assessments conducted	0	2026: 2 2030: 4 2013: 6	MoET assessment data Impact assessment reports and analyses					
1.4.5	Provide necessary training to inspectors and head office staff (EMIS, M&E Department)	Number of training sessions conducted for inspectors and head office staff	3	2026: 5 2030: 7 2013: 9	Joint education sector review reports Training reports					

5.2.2 Goal 2: Students retained in school until completion

Programme 2.1: Reduce both financial and non-financial barriers to staying in school

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
2.1.1	Expand school feeding schemes to all Grade 0 learners in all public schools	Percentage of Grade 0 learners benefiting from school feeding schemes	100%	2026: 100% 2030: 100% 2034: 100%	ECCDE reports					
2.1.2	Amend FPE fee schedule to ensure schools with low enrolment receive adequate funding; and make disbursements to all public primary schools accordingly				School feeding reports					
		Percentage of learners benefiting from FPE grants ²³	100%	2026: 100% 2030: 100% 2034: 100%	Amended FPE fee schedule					
2.1.3	Establish benchmarks for secondary education fees	Retention rate (primary) to last grade	92%	2026: 94% 2030: 96% 2034: 98%	Schedule for agreed-upon secondary education fees					
2.1.4	Strengthen the provision of educational support for orphans and vulnerable children (including care and support for teaching and learning [CSTL])	Retention rate (secondary), Forms 1–3	78%	2026: 82% 2030: 86% 2034: 90%		CSTL reports				
2.1.5	Advocate for the expansion of scholarships to PSET learners	Retention rate (secondary), Forms 4–5	83%	2026: 87% 2030: 91% 2034: 95%	Reports on scholarships (including guidelines for awarding)					
2.1.6	Facilitate additional support for secondary and PSET learners	Percentage of secondary school and PSET learners benefiting from scholarships to retain learners in school	Secondary: TBD PSET: 7,559	Secondary: TBD PSET: TBD		Reports from Chief Inspector Tertiary				

Programme 2.2: Establish systematic national learning assessments to regularly monitor progress

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
2.2.1	Strengthen the existing assessment and examination system in line with the requirements of a competency-based curriculum and the National Qualifications Framework	Number of annual learning assessments conducted in Grades 4, 7 and 12	0	2026: 5 x 3 Grades	Reports from assessment and examination department					
	2030: 9 x 3 Grades			Assessment policy						
2.2.2	Develop an assessment policy to align assessment and examinations with identified competencies, also considering remote assessment and examination modes			2034: 13 x 3 Grades	Reports on national learning assessments					
2.2.3	Conduct annual national learning assessments (Grades 3/4, 7 and 12)	Number of PSET tracer studies conducted	0	2026: 2 2030: 4 2034: 6	PSET tracer studies and related reports					
2.2.4	Conduct PSET tracer studies									

²³ Currently, FPE grants have been rolled out to all Grade 1–7 learners in public schools. It will be crucial to continuously monitor that this 100 per cent coverage is maintained throughout the ESSP implementation period.

Programme 2.3: Provide assistance to learners at risk of dropping out

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
2.3.1	In line with the 7 Dimensions of Exclusion, advocate and implement policies and programmes that promote and protect the rights of OVCs (i.e., orphans, children living with HIV/AIDS and disabilities, and those who are socioeconomically and otherwise marginalized)	Percentage of out-of-school children (15–19 years)	17%	2026: 13.5% 2030: 10% 2034: 7%	Policy papers Reports on career fairs/days and job shadowing Curricula showing mainstreaming of life skills					
		Number of career fairs/days conducted	0	2026: 5 2030: 9 2034: 13						
2.3.2	Promote gender equity and leadership skills among girls and boys through career fairs/days and job shadowing (internships)	Drop-out rate (primary, secondary, PSET)	2.6% (2018)	2026: TBD 2030: TBD 2034: TBD	School reports MoET reports					
		Number of recorded cases of violence against children in and around school ²⁴	TBD	2026: TBD 2030: TBD 2034: TBD	Training reports					
2.3.3	Mainstream life skills (i.e., HIV/AIDS, health promotion and career guidance) in the primary and secondary curriculum with each learner receiving age-appropriate gender-sensitive information and skills				Workshop documentation Protocol case management reports					
2.3.4	Strengthen local services and safety nets for schools that address HIV/AIDS, sexual reproductive health and the rights of OVCs in particular	Percentage of head teachers trained on key CSTL issues	Primary: 90% Secondary: 10%	2026: Primary 95% Secondary 40%						
2.3.5	Train all relevant educational staff on key CSTL issues (e.g., social behaviour change communication, life skills education, gender issues) and career guidance			2030: Primary 98% Secondary 70%						
2.3.6	Strengthen case management protocol to address issues of violence against children in and around school			2034: Primary 100% Secondary 100%						

²⁴ Baseline sourced from regional reports and toll-free line report.

5.2.3 Goal 3: Entry and exit points of the education system strengthened

Programme 3.1: Improve teaching in foundational grades (Grades 1–4)

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
3.1.1	Develop matching syllabuses for primary education	Transition rate from primary to junior secondary	91%	2026: 93% 2030: 95% 2034: 97%	Syllabuses					
3.1.2	Incorporate learner-centred (and learning-centred) approaches, with emphasis on curriculum becoming fully competency-based, with agreed and clearly specified skills and competencies	Quality performance score for learner-centredness of teaching (representative quality survey) ²⁵	TBD based on first survey carried out (2022)	TBD following baseline	Qualitative surveys Evaluation reports on competency-based curricula					
3.1.3	Continuously evaluate competency-based education materials	Primary repetition rate	10%	2026: 7.9% 2030: 5% 2034: 3.5%	MoET reports on repetition					
3.1.4	Implement the existing policy on repetition, based on clear procedures and guidelines to be developed	Percentage of schools adhering to minimum standards	TBD	TBD	Staffing reports Public service reports					
3.1.5	Improve on timely posting of qualified teachers, especially to rural schools	Percentage of schools reaching optimum standards	TBD	TBD	Standards document for education in foundational grades					
3.1.6	Expand minimum and optimum standards for education in foundational grades									

Programme 3.2: Improve English language instruction in the early grades

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
3.2.1	Conduct nationwide assessment of teacher competencies in English language (Grades 1–4)	Score of teacher competencies in English ²⁶	TBD	TBD	Report on nationwide assessment of teacher competencies					
3.2.2	Upgrade English language instruction competencies for teachers in service (Grades 1–4)	Number of teachers upgraded in English language instruction ²⁷	0	2026: 240 2030: 560 2034: 960	Training reports Workshop documentation					
3.2.3	Conduct continuous refresher training	Number of complete trainings conducted ²⁸	0	2026: 0 2030: 7 2034: 11						
3.2.4	Conduct impact assessments every two years, assessing the degree to which quality in the early grades has improved	Percentage to which the degree of quality in the early grades has improved (based on impact assessments)	TBD based on impact assessments (key activity 3.3.9)	TBD following baseline						

25 To be undertaken as one of the first activities under the ESSP.

26 Following result of nationwide assessment to be undertaken in 2022.

27 Twenty-day residential programme for 20 teachers each on developing English competency over 3 years (3 x 20 days) in each of the 4 regions.

28 One complete training comprises 60 days over 3 years.

Programme 3.3: Increase access to PSET, in particular TVET and AELL

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
3.3.1	Prepare for the establishment of a TVET development fund based on diverse funding sources (both government and private sector)	Number of learners enrolled in MoE-supported universities	Public: 7,831 Private: 4,660	Public: TBD Private: TBD	PSET department reports					
3.3.2	Design and implement advocacy and communication strategy for improving the image, relevance, comparability, portability and parity of TVET, including pre-vocational	Number of learners enrolled in TVET	Public: 1,694 Private: 134	Public: TBD Private: TBD	Advocacy and communication strategy ECOT reports Documentations on part-time programmes					
3.3.3	Transform ECOT to be a university of applied science and technology, delivering relevant courses tailored to the demands of the labour market	Number of learners enrolled in AELL	4,291	TBD	Reports from public TVET institutions					
3.3.4	Devolve the governance and management of public TVET institutions	Number of part-time programmes introduced in TVET	3	TBD	Reports from Chief Tertiary					
3.3.5	Introduce part-time programmes in order to maximize utilization of TVET institutions and to increase AELL opportunities, either through the formal or the non-formal route	Percentage of TVET graduates absorbed by the labour market	60%	2026: 70% 2030: 80% 2034: 90%	Impact assessment reports Tracer studies					
3.3.6	Engage the private sector/ industry to provide support to TVET students, i.e., internships, attachment of staff, sharing of equipment, identification of relevant training programmes	Percentage of learners participating in work-based learning approaches	0%	2026: 25% 2030: 50% 2034: 75%						
3.3.7	Increase the number of training opportunities with flexible entry requirements and/or recognizing prior learning, also widening opportunities for AELL	Number of impact assessments of the non-formal education route conducted	0	2026: 2 2030: 3 2034: 4						
3.3.8	Expand and structure work-based learning									
3.3.9	Conduct impact assessments of the non-formal education route, including basic literacy provision, as an alternative to formal education at all the levels of general education									

Programme 3.4: Establish and continuously update regulatory and coordination framework for PSET to ensure reflection of labour market needs

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
3.4.1	Engage relevant ministries and departments to efficiently coordinate and promote training and skills development, with all activities preferably being under MoET	Process indicators: Availability of: (i) aligned Eswatini Higher Education Council registration data of TVET institutions with the EMIS;	No	2026: Yes 2030: n/a 2034: n/a	MoET reports Minutes of meetings MoUs between ministries					
3.4.2	Engage with relevant ministries and departments in creating, maintaining and continuously updating a framework for an observatory to inform development of skills relevant to the needs of the labour market	(ii) an ODL approach through distance learning courses (including e-learning), for retraining and reskilling those already at work;	No	2026: No 2030: Yes 2034: n/a	MoUs between MoET and other partners Eswatini Higher Education Council reports					
3.4.3	Align Eswatini Higher Education Council registration data of TVET institutions with the EMIS	(iii) a qualification assessment unit under the TVET directorate;	No	2026: Yes 2030: n/a 2034: n/a	ODL documentation TVET directorate reports					
3.4.4	Develop an 'open distance learning' (ODL) approach through distance training courses (including e-learning approaches), for retraining and reskilling those already at work	(iv) a mechanism for recognizing prior learning;	No	2026: Yes 2030: n/a 2034: n/a	Assessment reports on TVET training programmes					
3.4.5	Develop a mechanism for recognizing prior learning	(v) a qualification assessment unit under the TVET directorate.	No	2026: Yes 2030: n/a 2034: n/a						
3.4.6	Establish a qualification assessment unit under the TVET directorate	Number of assessors trained for competency-based education and training	42	TBD						
3.4.7	Coordinate the assessment of TVET training programmes and ensure training of assessors for competency-based education and training									

Note: n/a = not available

5.2.4 Goal 4: Teacher development and management enhanced

Programme 4.1: Establish and continuously update a comprehensive teacher management database, harmonized between the Teaching Service Commission and the EMIS

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
4.1.1	Liaise with the Ministry of Public Service to establish a performance management system for teachers under MoET, specifically focusing on teacher performance in the teaching and learning process	Availability of a performance management system for teachers under MoET	No	2026: Yes 2030: n/a 2034: n/a	Teacher performance management system MoET reports EMIS reports					
4.1.2	Improve the provision of timely school-based teacher and student data to facilitate the policy and planning process, to keep track of all the changes at school level and to correct and enter data at regional level	Score of teacher performance (based on performance management system) ²⁹	TBD after establishment of performance management system	TBD following baseline	Survey reports					
4.1.3	Utilize teacher management database to deploy teachers in a timely and equitable manner to regions and schools, and to provide inputs into policy development	Percentage improvement of equitable teacher allocation to regions and schools	Baseline required	TBD following baseline						

Note: n/a = not available

Programme 4.2: Strengthen evidence-based planning and programme design, based on key data on teachers and head teachers

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
4.2.1	Develop and adopt a teacher demand and supply model	Process indicators:			Teacher demand and supply model					
4.2.2	Project capacity development processes and requirements for school levels and subject areas up to 2034	Availability of (i) teacher demand and supply model;	No	2026: Yes 2030: n/a 2034: n/a	Fully operationalized capacity development plan					
4.2.3	Train and continuously support head teachers (HTs), deputies and heads of departments (HoDs) on their specific roles and responsibilities with regard to leadership and management	(iii) system of appraisal for teachers. Number of HTs and HoDs trained on school leadership and management	No HTs: 802 HoDs: 1,600	2026: Yes 2030: n/a 2034: n/a 2026: HTs: 1,010 HoDs: 2,400	Teacher data MoET data EMIS data					
4.2.4	Establish a system of appraisal for teachers			2030: HTs: 2,005 HoDs: 3,000	Survey data (on equitable teacher allocation)					
4.2.5	Utilize teacher data for monitoring equitable teacher allocation (link to Programme 4.1)			2034: HTs: 2,100 HoDs: 3,500						

Note: n/a = not available

29 Based on performance management system (after achievement of key activity 4.1.1 above) and inspectors' reports.

Programme 4.3: Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
4.3.1	Develop and implement strategies for increasing intake of degree-level teachers for maths, science and ICT in senior secondary education, especially female teachers	Percentage of teachers with appropriate qualification (primary education)	81%	2026: 86% 2030: 91% 2034: 95%	MoET data Teacher data Continuous professional development reports					
4.3.2	Upgrade teachers (especially female teachers) with diplomas in maths, science and ICT to become senior secondary teachers with a degree	Percentage of teachers with appropriate qualification (secondary education)	72%	2026: 78% 2030: 88% 2034: 98%	Workshop and training reports on volunteer teacher/facilitator training					
4.3.3	Provide continuous professional development for pre-service teacher educators	Percentage of high school learners becoming maths, science and ICT teachers	TBD	TBD	Status reports on establishment of in-service training centre					
4.3.4	Increase training opportunities for volunteer teachers/facilitators for improved quality of basic literacy and non-formal education provision	Percentage of teachers capacitated for remote teaching and learning	0%	2026: 30% 2030: 50% 2034: 70%	'Infusion' workshop reports and documentation					
4.3.5	Capacitate teachers for remote teaching and learning (short-term in-service trainings)	Availability of in-service training centre	No	2026: Yes 2030: n/a 2034: n/a	Workshop and training reports on training for teachers and school committees on school governance and audit, including implementation of CSTL standards					
4.3.6	Construct an in-service training centre in order to increase access to teacher training	Number of short-term 'infusion' in-service workshops conducted for teachers, head teachers and instructors	66	2026: 132 2030: 198 2034: 264	Reports on orientation trainings for newly appointed school inspectors					
4.3.7	Provide relevant 'infusion' in-service workshops to Grade 4–7 primary teachers (and their head teachers) in order to capacitate them for competency-based education	Number of school committee workshops conducted for school committee members on school governance	181	2026: 260 2030: 340 2034: 420						
4.3.8	Conduct in-service training workshops for teachers, head teachers and instructors (building on inspection and audit findings and recommendations)	Number of institutions involved in training relevant staff on implementation of CSTL	3	2026: 20 2030: 40 2034: 60						
4.3.9	Provide training to head teachers and school committees on school governance and audit, including the implementation of CSTL (care and support for teaching and learning) standards									
4.3.10	Provide orientation training for newly appointed school inspectors									

Note: n/a = not available

Programme 4.4: Develop and implement an incentive system for teachers (addressing, inter alia, the need to undergo continuous professional development and to accept hardship postings)

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
4.4.1	Develop a sustainable management strategy for improving non-financial conditions of service for teachers who teach in remote schools, and lobby for its implementation	Availability of management strategy for improving non-financial conditions of service for teachers in remote schools	No	2026: Yes 2030: n/a 2034: n/a	Management strategy for improving non-financial conditions of service for teachers in remote schools					
4.4.2	Identify and roll out sustainable incentives to entitled recipients	Percentage of teachers benefiting from incentives	TBD	TBD	Incentives' document					
4.4.3	Every two years, conduct impact assessment on the effects of the incentives' system	Number of impact assessments on the effects of the incentives' system carried out	0	2026: 2 2030: 4 2034: 6	Impact assessment reports					

Note: n/a = not available

5.2.5 Goal 5: Adequate and equitable education financing and spending enhanced

Programme 5.1: Raise budget allocations (particularly for ECCDE and TVET) and continuously secure budget availability

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
5.1.1	Ensure adequate resource allocation for the planned expansion of ECCDE	Public education spending (as share of total public spending)	16%	20%	MoET data					
		Public education spending (as share of GDP)	5.5%	6%	MoET statistical data ECCDE department data					
5.1.2	Ensure adequate resource allocation for accessibility to quality and relevant TVET programmes	Participation rate children 3–4 years of age ³⁰	22%	2026: 29% 2030: 38% 2034: 50%	PSET/TVET department data					
		Percentage of public-supported ECCDE institutions ³¹	0%	2026: 15% 2030: 35% 2034: 50%	Non-formal education/AELL department data					
5.1.3	Ensure adequate resource allocation for accessibility to quality and relevant AELL programmes	Participation rate children 5 years of age ³²	40%	2026: 52% 2030: 69% 2034: 90%						
		Percentage of public-supported Grade 0 classes ³³	20%	2026: 41% 2030: 69% 2034: 90%						
		Number of learners enrolled in AELL ³⁴	4,291	TBD						

30 Same as key activity 1.1.1 (here serving as impact indicator of increased resource allocation).

31 Same as key activity 1.1.2 (here serving as impact indicator of increased resource allocation).

32 Same as key activity 1.1.3 (here serving as impact indicator of increased resource allocation).

33 Same as key activity 1.1.4 (here serving as impact indicator of increased resource allocation).

34 Same as key activity 3.3.3 (here serving as impact indicator of increased resource allocation).

Programme 5.2: Ensure adequate financial/budget reflection of equity issues in education provision

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
5.2.1	Ensure adequate resource allocation and support of equitable access to quality education and its development at all levels	Public education spending (as share of total public spending)	16%	20%	Education budget					
		Public education spending (as share of GDP)	5.5%	6%	Macro-economic data					

Programme 5.3: Strengthen budget coordination and planning between involved ministries

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
5.3.1	Enter into budget dialogue among the ministries closely related to education (e.g., Ministry of Health, MoLSS)	Availability of coordinating body for TVET	No	2026: Yes 2030: n/a 2034: n/a	Education budget					
5.3.2	Discuss and agree on budgetary cooperation with regard to common objectives and goals	Number of budgetary cooperation agreements (MoUs) entered into between ministries (MoET, Ministry of Health, MoLSS)	0	2026: 3 2030: 3 2034: 3	Macro-economic data					
5.3.3	Advocate for establishment of a coordinating body for TVET				MoUs between involved ministries					
5.3.4	Agree on joint MoUs outlining cooperation between ministries (linked to ESSP and National Development Plan)				Documentation of establishment process of a coordinating body for TVET					
					Reports from Chief Inspector Tertiary					

Note: n/a = not available

Programme 5.4: Mobilize resources to ensure adequate funding for the education sector

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
5.4.1	Advocate for allocation of public resources to the education sector (from all public sources) that are consistent with global benchmarks (percentage of GDP, percentage of government spending)	Financial allocation provided by MoF to MoET (E million)	4,039	TBD	Education budget					
5.4.2	Maintain a rolling medium-term expenditure framework tool for identifying current and anticipated shortfalls/gaps in resources to meet ESSP goals				Macro-economic data					
5.4.3	Mobilize private sector and international partners to address strategic spending				Medium-term expenditure framework reports					

5.2.6 Goal 6: Access further improved

Programme 6.1: Ensure equity and equality of opportunities for inclusive quality education in primary schools

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
6.1.1	Review the regulations of the FPE Act to incorporate needs of students with special education needs (SEN)	Process indicators: Availability of (i) reviewed regulations of FPE Act;	No	2026: Yes 2030: n/a 2034: n/a	FPE Act Reports on process of restructuring SEN unit					
6.1.2	Restructure the SEN unit, establish a diagnostic wing in the SEN unit and create posts	(ii) diagnostic wing in the SEN unit	No	2026: Yes 2030: n/a 2034: n/a	OVC/SEN department reports					
6.1.3	Implement norms and standards (index) for SEN and inclusive education, and roll them out	Percentage of posts created and filled at SEN unit ³⁵	0	2026: 50% 2030: 75% 2034: 100%	Reviewed strategy for early identification, intervention and documentation of children with SEN					
6.1.4	In collaboration with the Ministry of Health, the CSO and MoET EMIS, review and implement the existing strategy for early identification, intervention and documentation of children with SEN	Total funds invested on specialized teaching and learning materials and equipment for schools ³⁶	0	2026: E10m 2030: E18m 2034: E26m	Workshop reports					
6.1.5	Procure specialized teaching and learning materials and assistive technology for learners with SEN	Percentage of teachers, inspectors and support staff trained in embracing diversity and different abilities	0	2026: 30% 2030: 65% 2034: 100%	Reports on awareness campaigns on the rights of students with special needs					
6.1.6	Sensitize and orient all educational staff to focus on embracing diversity and different abilities	Percentage of primary schools equipped with laboratories/workshops and equipment for practical subjects	60% ³⁸	TBD	Inspectorate reports					
6.1.7	In collaboration with relevant stakeholders, conduct awareness campaigns on the rights of students with special needs	Percentage of primary schools equipped with walkways for physically challenged learners	11% ³⁹	TBD	Procurement reports (on digital connection of schools)					
6.1.8	Ensure that continuous inspections adequately address diversities, different abilities and the specific issues of learners with SEN	Percentage of primary schools adhering to CSTL standards ³⁷	100%	2026: 100% 2030: 100% 2034: 100%	CSTL implementation reports					
6.1.9	Realize digital connection of all schools									
6.1.10	Improve public primary schools' facilities and services in terms of implementing CSTL and inclusive education standards									

Note: n/a = not available

35 Thirty-five positions needed, i.e., 10 positions for diagnostic, 20 positions for teachers' assistants, 4 sign language assistant teachers, 1 additional regional inspector.

36 Currently, government allocates about E2 million per year for procurement of assistive devices for learners with disabilities. This has been carried forward in the calculation of the targets.

37 Important to ensure 100 per cent throughout the implementation period of ESSP.

38 Preliminary baseline; needs to be checked by means of a survey. Targets to be established thereafter.

39 Preliminary baseline; needs to be checked by means of a survey. Targets to be established thereafter.

Programme 6.2: Ensure equity and equality of opportunities for inclusive quality education in secondary schools

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
6.2.1	Regulate and moderate school fees at secondary school level	Average school fees at secondary school level ⁴⁰	TBD	TBD	Agreed-upon document on school fees at secondary school level					
6.2.2	Advocate for reviewing OVC grant adequacy for meeting education cost and the needs of learners with SEN, and request the formulation of relevant regulations	Percentage of secondary schools equipped with laboratories/workshops and equipment for practical subjects	74% ⁴²	TBD	OVC/SEN department reports Procurement reports					
6.2.3	Implement norms and standards (index) for SEN and inclusive education and roll them out	Degree of effective utilization of technical–educational resources (e.g., computer and science laboratories) ⁴¹	TBD after impact assessment carried out (2022)	TBD following baseline	Sensitization and orientation workshop reports (on staff embracing diversity and different abilities)					
6.2.4	Procure specialized teaching and learning materials and assistive technology for learners with SEN	Percentage of secondary schools equipped with walkways for physically challenged learners			Inspectorate reports					
6.2.5	Sensitize and orient all educational staff to focus on embracing diversity and different abilities	Percentage of secondary schools adhering to 'schools as centres of care and support' (now CSTL) standards	26% ⁴³	TBD	Status reports on digital connection process					
6.2.6	Ensure that continuous inspections adequately address diversity, different abilities and the specific issues of learners with SEN				CSTL reports					
6.2.7	Realize digital connection of all schools		<1%	2026: 100% ⁴⁴ 2030: 100% 2034: 100%						
6.2.8	Improve public secondary schools' facilities and services in terms of implementing CSTL and inclusive education standards									

40 Currently, MoET is planning to develop regulations to regulate school fees at primary and secondary schools. This has to be informed by a study to benchmark the average fee for the levels. Survey to be conducted in 2022.

41 Data to be derived from impact assessments to be carried out under key activity 1.4.4.

42 Preliminary baseline; needs to be checked by means of a survey. Targets to be established thereafter.

43 Preliminary baseline; needs to be checked by means of a survey. Targets to be established thereafter.

44 Identified as a matter of urgency, therefore 100 per cent already targeted for 2023.

Programme 6.3: Ensure equity and equality of opportunities for inclusive quality education in PSET

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
6.3.1	Upgrade PSET infrastructure in order to cater for SEN students	Number of institutions with upgraded PSET infrastructure to accommodate the needs of SEN learners	20%	2026: 50% 2030: 75% 2034: 100%	PSET department reports					
6.3.2	Acquire land for improving infrastructure and learning opportunities of TVET institutions				Procurement reports					
6.3.3	Increase number of available non-formal education centres providing quality non-formal education in the PSET sector	Area of land acquired for improving infrastructure and learning opportunities of PVET institutions	800,000 m ²	TBD	MoLSS reports					
6.3.4	Liaise with the MoLSS to improve the provision of scholarships to PSET learners (also expanding to Institute of Distance Education (IDE) students, skills centres and colleges)	Percentage of IDE students receiving scholarships	0%	2026: 50% 2030: 80% 2024: 100%	MoET data					
6.3.5	Gradually elevate access in underserved geographical areas	Percentage of students accessing PSET in underserved geographical areas	TBD	TBD	Survey reports on access in underserved geographical areas					

5.2.7 Goal 7: System resilience strengthened (after COVID-19) and prepared for future crisis prevention

Programme 7.1: Assess impact of COVID-19 on learning across all educational subsectors

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
7.1.1	Develop and test assessment tool	Assessment survey carried out	No	2026: Yes 2030: n/a 2034: n/a	Assessment survey report					
7.1.2	Carry out a survey in all schools and establish the current status	Household access to remote learning opportunities (poor households) ⁴⁵	Internet: 18% TV: 30% Radio: 44%	TBD ⁴⁷	Assessment report on prevailing enabling conditions for the recovery of lost learning					
7.1.3	Assess the prevailing enabling conditions for the recovery of lost learning (e.g., current accessibility and active utilization for education purposes of TV, radio, network, newspaper, tablets, smart phones)	Household access to remote learning opportunities (all households) ⁴⁶	Internet: 27% TV: 57% Radio: 56%	TBD ⁴⁸						

Note: n/a = not available

45 Indicator captured in national census, next survey expected to take place in 2027. Until then, regular monitoring not guaranteed.

46 Indicator captured in national census, next survey expected to take place in 2027. Until then, regular monitoring not guaranteed.

47 Targets will be set after 2027 only, i.e., after availability of new national census.

48 Targets will be set after 2027 only, i.e., after availability of new national census.

Programme 7.2: Develop and implement a plan for recovery of lost learning due to the impact of school closures and other COVID-19 effects

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
7.2.1	Develop compressed learning plan, including technology-enabled learning, in light of the current effects of COVID-19	Compressed learning plan developed	No	2026: Yes 2030: n/a 2034: n/a	Compressed learning plan document					
7.2.2	Implement reviewed compressed learning plan	Number of course materials developed	0	TBD	Compressed learning plan implementation reports					
7.2.3	Develop course materials with remote option in line with existing materials of compressed learning plan	Number of in-service trainings conducted for implementing the reviewed compressed learning plan	0	TBD	Course materials with remote option					
7.2.4	Build capacities and provide ongoing support of all teachers for implementing the reviewed compressed learning plan	Number of courses developed with remote option	0	TBD	Capacity building and workshop reports					

Programme 7.3: Develop a resilience strategy and make investments in technology and materials for implementing it

No.	Key activities	Programme indicators	Baseline 2020/21	Targets	Means of verification	2022–2023	2024–2025	2026–2027	2028–2029	2030–2034
7.3.1	Assess capacity and needs of the education sector for supporting learners in humanitarian emergencies	Process indicators: Availability of: (i) school-based multi-hazard contingency plan	No	2026: Yes 2030: n/a 2034: n/a	Capacity assessment reports					
		(ii) strategy for remote teaching and learning	No	2026: Yes 2030: n/a 2034: n/a	School-based multi-hazard contingency plan					
7.3.2	Develop school-based multi-hazard contingency plan (preparedness, response, building back)	Resilience strategy integrated into new Education Sector Policy	No	2026: Yes 2030: n/a 2034: n/a	Strategy for remote teaching and learning					
7.3.3	Develop strategy for remote teaching and learning, including advocacy for open and distance learning as an alternative method for increasing accessibility and retention	Percentage of primary schools connected to the internet	1%	TBD	Updated Education Sector Policy containing newly developed resilience strategy					
		Percentage of secondary schools connected to the internet	45%	TBD						
7.3.4	Integrate the resilience strategy to become part of the new Education Sector Policy	Percentage of universities connected to the internet	100%	2026: 100% 2030: 100% 2034: 100%	Procurement reports (with regard to necessary infrastructure for implementing the newly developed resilience strategy)					
		Percentage of TVET institutions connected to the internet	80%	2026: 100% 2030: 100% 2034: 100%						
7.3.5	Establish the necessary infrastructure (including additional ICT technology and connectivity) to implement the resilience strategy and benefit from it	Percentage of AELL institutions connected to the internet	0%	2026: 50% 2030: 75% 2034: 100%						
		Percentage availability: • computer laboratories	Prim.: 5% Sec.: 60%	TBD						
		• hardware/software	Prim.: 5% Sec.: 60%	TBD						
		• internet bandwidth	Prim.: 1% Sec.: 45%	TBD						

Note: n/a = not available



The monitoring and evaluation system monitors all **key indicators, outputs** and **outcomes**, as well as **resources** involved in **ESSP implementation**.

6

Chapter 6

Monitoring and evaluation of the ESSP

6.1 Purpose of monitoring and evaluation

Monitoring and evaluation (M&E) is a prerequisite for the successful implementation of the ESSP. The key objective of M&E is to provide assistance in managing the implementation of programmes related to the key strategic areas described in section 4.2, in order to provide overall quality assurance.

As an administrative tool, the M&E system monitors all key indicators, outputs and outcomes, as well as resources involved in ESSP implementation.

Monitoring will allow proper coordination of activities of the implementing agents on achieving the strategic goals. The results of M&E will enable stakeholders to know:

- whether the activities that constitute the Action Plan of the ESSP were implemented (see Chapter 5);
- whether the intended ESSP outcomes were being realized in consequence; and
- whether there are any discrepancies between the expected and actual results.

M&E will thus assist in identifying the problems that need to be solved at an early stage so that problems can still be corrected before it is too late. The M&E framework is therefore to be regarded as a practical tool which will provide an early warning system should certain indicators be in danger of not being achieved. It will allow the implementing parties of the ESSP to study the possible causes of the discrepancy and to change the direction of interventions in good time, before discovering unsatisfactory outcomes.

As a management tool, the M&E framework tracks all the key operational and resource metrics involved

in accomplishing the ESSP. It is part of the normal feedback process from implementing a plan which then provides a basis for debate around performance on how to improve it, and hence forms a basis for future planning and strategy development.

The government guarantees transparency and wide dissemination of information on the monitoring of the ESSP. Civil society and the mass media, including open and public websites, will be used for disseminating the information to all interested parties. This will allow for the perception of citizens to be assessed regarding the efficiency of the activities implemented within the ESSP.

With regard to quality monitoring, the ESSP also includes indicators which capture the assessment of classroom practices and on-the-ground situations at school level. There is good international experience and best practice in the application of various scoring approaches, based on representative sampling surveys, a method which can be adapted to the Eswatini context.

EMIS will ensure data accessibility and reliability, covering particulars of learners, parents, teachers and other staff associated with systems and databases of ECCDE, primary, secondary and PSET. In particular, EMIS covers all details with regard to school admission, transfers from one school to another, attendance and learning achievements. Looking

ahead in terms of digitalization of the education system, electronic journals, diaries and tablets will make it possible for teachers to save time on daily administrative routine tasks.

6.2 Monitoring and evaluation system

The system of M&E of the ESSP is based on a methodology of the progress tracking and evaluation of achievements. Such a system of regular collection and analysis of data will be maintained within the framework of the complex M&E of the implementation of the ESSP. The data in the system will indicate the levels of achieving the strategic goals and target indicators,

described in Chapter 5. The monitoring envisages the tracking of indicators, while analysing the results and their impact on development of the education sector as a whole. The M&E of the ESSP will include qualitative surveys, as indicated in the Action Plan.

The monitoring services under MoET, including regional directorates, represent the basis for the complex M&E system for the period of 2022–2034. At the micro level (i.e., on the level of activities), the monitoring reflects whether all types of actions have been conducted as described in the plan, or if there is a need for assistance or intervention. At the macro level (i.e., at the level of the programmes), the monitoring will reveal how the whole strategy is being implemented, if resources and funds are being used in accordance with the plan, and whether the results meet the expectations.

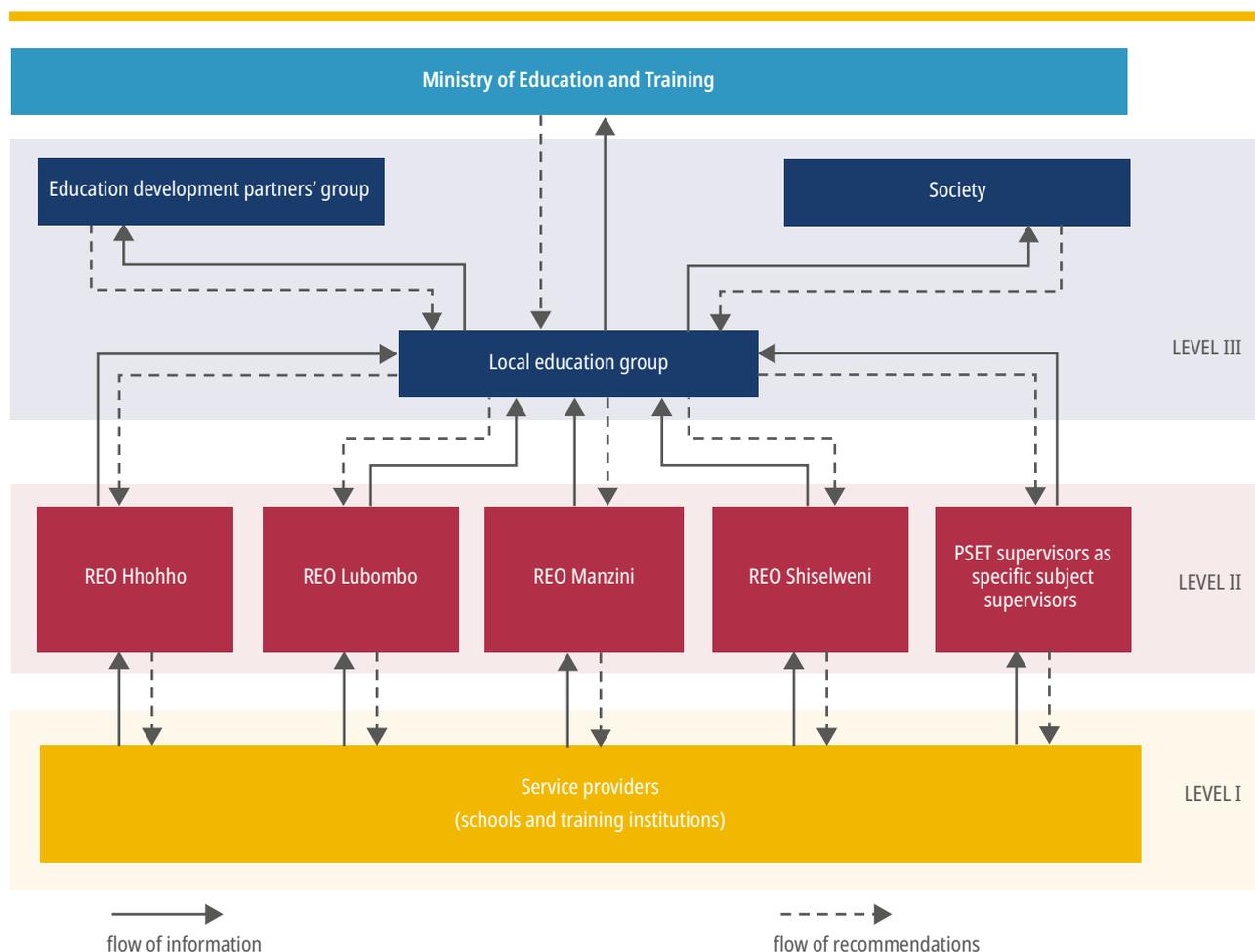


Figure 6.1: ESSP monitoring and evaluation system

A three-level M&E system will be established for tracking and analysing the process of ESSP implementation, comprising:

- Level I: Internal monitoring by service providers at regular short-term intervals;
- Level II: Monitoring by regional supervisory bodies at regular medium-term intervals (building on Level I monitoring); and
- Level III: External monitoring.

6.3 Key performance indicators

As shown in the Action Plan (Chapter 5), a significant number of indicators have been formulated for the various programmes. Out of these indicators, a more limited number of KPIs have been identified at goal level (i.e., 5–10 for each goal) which are summarized in this section.

The system of indicators has two levels, i.e., output and outcome (or impact) indicators. Output indicators provide a sign about how well activities (strategies) are going. They are about measuring what has been done. Outcome indicators provide a sign of how well the programme has achieved intended changes as a result of the intervention. They are about measuring change and ultimately relate to the overall goal. KPIs include indicators at a higher level that reflect strategic progress in the system of continuing education as a

Table 6.1: Three-level monitoring and evaluation system

Level I – Internal monitoring at regular short-term intervals	
•	Subsectoral departments of responsible agents for the ESSP implementation conduct regular monitoring of implementation of the tasks
•	Subsectoral departments provide the monitoring department (sector or group) at the relevant ministry the information about the achieved results on each activity on a monthly basis
Level II – Internal monitoring at regular medium-term intervals	
•	Regional education officers (REOs) as field supervisors summarize and analyse the information on the ESSP implementation process on a regular basis
•	PSET supervisors (specialists for TVET, higher education, AELL) as specific subject supervisors provide additional inputs
•	The Local Education Group is provided with (semi-annual or annual) analytical reports on the results of monitoring and evaluation of the ESSP
Level III – External monitoring	
•	The Local Education Group prepares a report on the ESSP implementation process, which includes an analysis of achievements of indicators and related targets, together with recommendations on further development of the planned activities
•	The report is submitted to MoET for approval and endorsement
•	The society is provided with full access to information about the progress and efficiency of ESSP implementation

whole. The following tables show the KPIs that will be monitored and their currently available baselines and targets for 2034, together with their respective means of verification and the overall monitoring arrangements (level and frequency of monitoring). All indicators will be disaggregated by geographical region, gender and special needs where applicable.

6.3.1 Goal 1: Educational quality and student learning improved at all levels

No.	KPIs	Baseline	Indicator values			Monitoring arrangements	
			Target for 2026	Target for 2030	Target for 2034	Means of verification	Level and frequency
1.1	Participation rate children 3–4 years of age	22%	29%	38%	50%	MoET statistical data	National and regional, annually
1.2	Percentage of public-supported ECCDE institutions	0%	15%	35%	50%	ECCDE Department data	National and regional, annually
1.3	Participation rate children 5 years of age	40%	52%	69%	90%	MoET statistical data	National and regional, annually
1.4	Total net enrolment rate, primary, both sexes	83.6%	TBD	TBD	91.1%	MoET statistical data	National and regional, annually
1.5	Pupil-to-teacher ratio, primary	26.6	TBD	TBD	24.0	MoET statistical data	National and regional, annually

No.	KPIs	Baseline	Indicator values			Monitoring arrangements	
			Target for 2026	Target for 2030	Target for 2034	Means of verification	Level and frequency
1.6	Percentage of public-supported Grade 0 classes	20%	41%	69%	90%	MoET data	National and regional, annually
1.7	Percentage of teachers and head teachers trained in line with the needs of a competency-based curriculum	0%	50%	80%	100%	Curriculum department data	National and regional, annually
1.8	Score expressing improved competencies of learners	Baseline required ⁴⁹	TBD following baseline	TBD	TBD	Qualitative survey	National and regional, annually
1.9	Percentage of TVET competency-based curricula introduced	0%	30%	60%	90%	Curriculum department data	National and regional, annually
1.10	Percentage of pre-vocational students accepted by higher education institutions	<5%	5%	10%	20%	MoET and higher education institutions' data	National and regional, annually
1.11	Percentage of employment of graduates of higher education institutions in the fields of science, culture and production ⁵⁰	Baseline required	TBD following baseline	TBD	100%	Tracer study	National and regional, annually
1.12	Human Development Index as an indicator for the level of development of the economy, science and culture in the country	Rank 138	Rank 133	Rank 128	Top 10% of medium human development countries, i.e., at least Rank 123	National and regional, annually	National and regional, annually

6.3.2 Goal 2: Students retained in school until completion

No.	KPIs	Baseline	Indicator values			Monitoring arrangements	
			Target for 2026	Target for 2030	Target for 2034	Means of verification	Level and frequency
2.1	Percentage of learners benefiting from FPE grants	100%	100%	100%	100%	MoET statistical data	National, annually
2.2	Retention rate (primary) to last grade	92%	94%	96%	98%	MoET statistical data	National, annually
2.3	Retention rate (secondary) Form 1–3	78%	82%	86%	90%	MoET statistical data	National, annually
2.4	Retention rate (secondary), Form 4–5	83%	87%	91%	95%	MoET statistical data	National, annually
2.5	Percentage of secondary school and PSET learners benefiting from scholarships to retain learners in school	Secondary: TBD PSET: 7,559	Secondary: TBD PSET: TBD	Secondary: TBD PSET: TBD	Secondary: TBD PSET: TBD	MoET statistical data	National, annually
2.6	Number of annual learning assessments conducted in Grades 4, 7 and 12	0	5 x 3 grades	9 x 3 grades	13 x 3 grades	MoET assessment data	National, annually, sample-based
2.7	Percentage of out-of-school children (15–19 years)	17%	13.5%	10%	7%	MoET statistical data	National, annually
2.8	Drop-out rate (primary, secondary, PSET)	2.6%	TBD	TBD	TBD	MoET statistical data	National annually

49 To be included as KPI once more institutions conduct tracer studies. At the moment, these are conducted by ECOT and VOCTIM only.

50 Qualitative survey to be carried out in 2022.

6.3.3 Goal 3: Entry and exit points of the education system strengthened

No.	KPIs	Baseline	Indicator values			Monitoring arrangements	
			Target for 2026	Target for 2030	Target for 2034	Means of verification	Level and frequency
3.1	Transition rate primary to junior secondary	91%	93%	97%	97%	MoET statistical data	National, annually
3.2	Primary repetition rate	10%	7.9%	5.0%	3.5%	MoET statistical data	National, annually
3.3	Percentage of schools adhering to minimum standards	Baseline required	TBD following baseline	TBD	TBD	MoET statistical data	National, annually
3.4	Percentage of schools adhering to optimum standards	Baseline required	TBD following baseline	TBD	TBD	MoET statistical data	National, annually
3.5	Score of teacher competencies in English (result of nationwide assessment) ⁵¹	Baseline required	TBD following baseline	TBD	TBD	Nationwide assessment	National, every two years
3.6	Percentage by which the degree of quality in the early grades has improved (based on impact assessment) ⁵²	Baseline required	TBD following baseline	TBD	TBD	Qualitative survey	National and regional, every two years
3.7	Number of learners enrolled in PSET (disaggregated to show TVET and AELL)	Universities: Public: 7,831, Private 4,660 TVET: Public: 1,694, Private: 134, AELL: 4,291	TBD	TBD	TBD	MoET statistical data	National, annually
3.8	Percentage of TVET graduates absorbed by the labour market	60%	70%	80%	90%	Tracer study	National and regional, every two years

6.3.4 Goal 4: Teacher development and management enhanced

No.	KPIs	Baseline	Indicator values			Monitoring arrangements	
			Target for 2026	Target for 2030	Target for 2034	Means of verification	Level and frequency
4.1	Score of teacher performance (based on performance management system) ⁵³	Baseline required	TBD following baseline	TBD	TBD	MoET data based on qualitative survey	National, annually
4.2	Percentage of teachers with appropriate qualification	Primary: 81% Secondary: 72%	Primary: 86% Secondary: 78%	Primary: 91% Secondary: 88%	Primary: 95% Secondary: 98%	MoET data	National, annually
4.3	Percentage of teachers capacitated for remote teaching and learning	0%	30%	50%	70%	MoET data	National, annually
4.4	Number of short-term 'infusion' in-service workshops conducted for Grade 4–7 primary teachers (and their head teachers)	66	132	198	264	MoET data	National, annually
4.5	Percentage of teachers benefiting from incentives	0	TBD	TBD	TBD	MoET data	National, annually

51 To be undertaken in 2022.

52 Based on impact assessments to be carried out under key activity 3.3.9 (commencing in 2022).

53 Based on performance management system (once established, 2022) and inspectors' reports.

6.3.5 Goal 5: Adequate and equitable education financing and spending enhanced

No.	KPIs	Baseline	Indicator values			Monitoring arrangements	
			Target for 2026	Target for 2030	Target for 2034	Means of verification	Level and frequency
5.1	Public education spending (as share of total public spending)	16%	17%	18.5%	20%	MoET data	National, annually
5.2	Public education spending (as share of GDP)	5.5%	5.6%	5.75%	6%	MoET data	National, annually
5.3	Participation rate children 3–4 years of age ⁵⁴	22%	29%	38%	50%	MoET statistical data	National and regional, annually
5.4	Percentage of public-supported ECCDE institutions ⁵⁵	0%	15%	35%	50%	ECCDE department data	National and regional, annually
5.5	Participation rate children 5 years of age ⁵⁶	40%	52%	69%	90%	MoET statistical data	National and regional, annually
5.6	Percentage of public-supported Grade 0 classes ⁵⁷	20%	41%	69%	90%	MoET data	National and regional, annually
5.7	Number of budgetary cooperation agreements (MoUs) entered into between ministries (MoET, Ministry of Health, MoL)	0	3	3	3	MoET data	National, annually

6.3.6 Goal 6: Access further improved

No.	KPIs	Baseline	Indicator values			Monitoring arrangements	
			Target for 2026	Target for 2030	Target for 2034	Means of verification	Level and frequency
6.1	Junior secondary NER	31%	TBD	TBD	TBD	MoET data	National and regional, annually
6.2	Senior secondary NER	14%	TBD	TBD	TBD	MoET data	National and regional, annually
6.3	Total funds invested on specialized teaching and learning materials and equipment for schools ⁵⁸	0 (cumulative, starting 2022)	E10 million (cumulative)	E18 million (cumulative)	E26 million (cumulative)	MoET data	National, annually
6.4	Percentage of primary schools adhering to CSTL standards ⁵⁹	100%	100%	100%	100%	MoET data	National and regional, annually
6.5	Percentage of IDE students receiving scholarships	0%	50%	80%	100%	MoET data	National and regional, annually
6.6	Percentage of students accessing PSET in underserved geographical areas	Baseline required	TBD following baseline	TBD	TBD	MoET data	National and regional, annually

54 Same as 1.1 (here serving as impact indicator of increased resource allocation).

55 Same as 1.2 (here serving as impact indicator of increased resource allocation).

56 Same as 1.3 (here serving as impact indicator of increased resource allocation).

57 Same as 1.4 (here serving as impact indicator of increased resource allocation).

58 Currently, government allocates about E2 million per year or procurement of assistive devices for learners with disabilities. This has been carried forward in the calculation of the targets.

59 Important to ensure 100 per cent throughout the implementation period of ESSP.

6.3.7 Goal 7: System rebuilt after COVID-19 and prepared for future crisis prevention

No.	KPIs	Baseline	Indicator values			Monitoring arrangements	
			Target for 2026	Target for 2030	Target for 2034	Means of verification	Level and frequency
7.1	Household access to remote learning opportunities (poor households): ⁶⁰ <ul style="list-style-type: none"> • Internet • TV • Radio 	18% 30% 44%	TBD ⁶¹	TBD	TBD	MoET data	National and regional, annually
7.2	Household access to remote learning opportunities (all households): ⁶² <ul style="list-style-type: none"> • Internet • TV • Radio 	27% 57% 56%	TBD ⁶³	TBD	TBD	MoET data	National and regional, annually
7.3	Number of in-service trainings conducted for implementing the reviewed compressed learning plan	0	TBD	TBD	TBD	MoET data	National and regional, annually
7.4	Percentage of schools connected to the internet: <ul style="list-style-type: none"> • Primary schools • Secondary schools 	1% 45%	TBD TBD	TBD TBD	TBD TBD	MoET data	National and regional, annually
7.5	Percentage of PSET institutions connected to the internet: <ul style="list-style-type: none"> • Universities • TVET institutions • AELL institutions 	100% 80% 0%	100% 85% TBD	100% 90% TBD	100% 100% 80%	MoET data	National and regional, annually
7.6	Percentage availability of basic infrastructure required for ICT in education (disaggregated by level), including: <ul style="list-style-type: none"> • computer laboratories • hardware/software • internet bandwidth 	Primary: 5% Secondary: 60%	Primary: TBD Secondary: TBD	Primary: TBD Secondary: TBD	Primary: TBD Secondary: TBD	MoET data	National and regional, annually
		Primary: 5% Secondary: 60%	Primary: TBD Secondary: TBD	Primary: TBD Secondary: TBD	Primary: TBD Secondary: TBD		
		Primary: 1% Secondary: 45%	Primary: TBD Secondary: TBD	Primary: TBD Secondary: TBD	Primary: TBD Secondary: TBD		

60 Indicator captured in national census, next survey expected to take place in 2027. Until then, regular monitoring not guaranteed.

61 Targets will be set after 2027 only, i.e., after availability of new national census.

62 Indicator captured in national census, next survey expected to take place in 2027. Until then, regular monitoring not guaranteed.

63 Targets will be set after 2027 only, i.e., after availability of new national census.

7

This section focuses on the **impact of programme priorities** on sector financial requirements as well as the **credibility and feasibility** of the plan within the context of **government financial capacity.**

Chapter 7

Financing and costing considerations

In this section we consider the programme priorities of the ESSP 2023–2030, which were established in consultation with relevant stakeholders in Eswatini. In particular, the section focuses on the impact of these priorities on sector financial requirements as well as the credibility and feasibility of the plan within the context of government financial capacity. As outlined in the terms of reference for the task, the ESSP covers the period 2022/23–2029/30.

While stakeholder participation in the development of the plan was exemplary, the consultation process was constrained by COVID-19 mitigation measures that were in place during the plan's development. These constraints limited both the number of priorities that could be explored and detailed fully from the policy to activity level, and in some cases the level of implementation detail that could be defined and serve as a basis for estimating costs and financial impact.

As a response to these constraints, the ESSP development team integrated considerations of alternative implementation strategies – and their potential impact on costs and financial requirements – into the primary consultation process. This strategy required multiple meetings and extensive discussions on some of the priorities included in the plan to produce consensus on the most efficient mix of required inputs for implementation.⁶⁴

Another response to the constraints on the process was to concentrate the elaboration of estimates of resource requirements on a limited number of high-

priority initiatives.⁶⁵ These would represent either new areas of public spending in the sector, or areas where significant modification from current practice in the delivery of education in Eswatini would require additional resources. To estimate the requirements for the ESSP 2023–2030, the annualized cost of these high-priority initiatives was combined with a baseline estimate of public sector spending. This was estimated from budget allocations in reference years (2018/19, 2019/20 and 2020/21) and projected forward to 2029/30 with adjustments for student flows resulting from demographic trends in the school-age population and/or policy goals with respect to promotion, retention and completion (these baseline projections are presented in detail in section 7.4.)

Admittedly, the range of priorities explicitly costed in this section does not represent the full intentions of MoET and sector stakeholders for the ESSP period. Skills training is a notable example. There is a consensus in Eswatini that there is a critical need to expand and improve the quality of opportunities for skills training for young people, and a number of studies have been recently completed or are under way. The constraints

⁶⁴ The plan development process did not permit a standalone analysis of scenarios, but considerations of the implications of implementation strategies were considered in the development of all the ESSP priorities.

⁶⁵ As an informal check on the importance of the priorities developed in detail in the ESSP process, the Minister of Finance budget speech for 2021–2022 noted the importance of prioritizing ECCDE, providing support for special education needs learners and OVCs, as well as institutionalizing remote learning opportunities.

on the ESSP development process did not permit the extensive technical analysis and programme/policy development that would be required as a basis for a reasonable estimate of the magnitude of the investment necessary to address this priority. Without clear guidance on the refinements to the current system for delivering skills,⁶⁶ projections of higher levels of participation (increased enrolment) would contribute more 'noise' than guidance in assessing the feasibility and credibility of the ESSP. In this area (skills training), as in others where few changes were proposed or there was still undefined policy and programmatic goals, unit costs estimated from current (2018/19, 2019/20 and 2020/21) spending were incorporated into the baseline spending estimate.

The estimation methods applied in this section are those appropriate for assessing the credibility and feasibility of delivering the priorities described in the ESSP over the medium term (2022/23–2029/30). The estimates make extensive use of methods for estimating the annualized economic cost of initiatives that require different mixes of capital and recurrent expenditures over the medium term (see UNESCO, 2014). These methods do not provide a granular portrait of the year-on-year spending required to implement the activities and sub-activities to deliver on these priorities. The estimates of the shorter-term annual cost of implementation are described in the Multi-Year Action Plan 2022–2025 that accompanies this document.

In this section we first explore recent macro-fiscal and education sector budget trends and elaborate scenarios for anticipating financial resources that would be available to support the sector over the plan period (section 7.1). Subsequently, each ESSP programme and activity for achieving the ESSP goals is described and priorities that will require new (compared to current baseline spending) resources are identified (see section 7.2). In section 7.3 a medium-term annualized cost is estimated for each of the plan priorities requiring additional resources. Finally, section 7.4 presents a consolidated estimate of the medium-term annualized financial resource requirements for the ESSP.

7.1 Education spending and fiscal space

The Eswatini Education Sector Analysis (World Bank, 2021a) summarizes recent trends in education spending (see Table 7.1).

Between 2016 and 2021, the total budget allocation for education (recurrent and capital) was relatively stable. However, in constant terms, as a percentage of total government spending and as a percentage of GDP, the budget allocation has declined. The total education budget allocation per school-age individual⁶⁷ fell 19 per cent during this period.

Table 7.1: Summary of education spending

Summary of education spending	Total education spending*				
	2016/17	2017/18	2018/19	2019/20	2020/21
Total education spending (current, E000)	4,133	4,018	4,156	4,092	4,038
Total education spending (constant 2018, E000)	4,372	4,130	4,156	3,875	3,632
Total education spending (percentage of government spending)	21%	19%	18%	18%	16%
Total education spending (percentage GDP)	7.2%	6.7%	6.6%	6.0%	5.5%
Total education spending per school-age individual (E)	8,101	7,604	7,604	7,049	6,546

*includes grants to OVCs and TVET/PSE scholarships managed by other ministries
Source: Education Sector Analysis (World Bank, 2021a)

66 Specific programmes, areas of study, etc.

67 Persons 4–24 years of age.

Projecting a resource envelope until 2030 will be subject to a fair level of uncertainty – especially in how growth and revenues respond to the restart of the productive economy as COVID-19 mitigation measures are relaxed. The projection of fiscal space and anticipated resources for the sector have been derived from recent trends and current shorter-term (2019–2023) projections provided by the Ministry of Finance (MoF). The ministry's budget books for 2020–2023 and 2021–2024 (Eswatini, 2020a and 2021) and the MoF working Medium-Term Expenditure Framework (2019) were the primary sources for data regarding economic growth, government revenues and spending, and for education sector budget allocations. The budget books provided the profile of GDP, government revenues, total government spending and education sector allocations from 2019 to 2024. The data reflects a mix of actual expenditures and estimated expenditures for each year from 2018 to 2024.⁶⁸

Projections of potential resources for the education sector are a function of the estimated growth of the productive economy measured as nominal GDP growth, estimated total government spending as a percentage of GDP and the percentage of government spending allocated to the education sector. For the education sector estimate, we include both capital and recurrent allocation to MoET as well as OVC grant resources from the Office of the Deputy Prime Minister and scholarship grants provided by MoLSS.

For projecting growth in the productive economy, we have used historical trends calculated in nominal terms from the budget books as well as estimates from the MoF working Medium-Term Expenditure Framework (2019) supplemented with additional data (longer period trend and constant local currency unit) from Organisation for Economic Cooperation and Development (OECD) National Accounts Statistics database (World Bank, 2020c). Total government spending from 2022/23 to 2029/30 was estimated based on historical trends in the budget books (expressed as a percentage of GDP), as was the education sector allocation (as a percentage of total government spending).

Given the small size of the Eswatini productive economy and its vulnerability to external shocks, these estimates eight years into the future incorporate a good deal of uncertainty. The resources available for the education sector have been estimated in both current prices and a version of constant 2022/23 prices.⁶⁹ The projections utilize an assumed nominal annual GDP growth rate of 6.3 per cent. This reflects the three-year moving average of nominal GDP growth between 2015/16 and 2021/22 (excluding the COVID-19 'rebound year' of 2020/21).⁷⁰

As a check on the estimated nominal growth of GDP, the OECD national accounts data for Eswatini were used to assess trends in GDP as measured by constant local currency. The trend in GDP growth in constant terms has slowed over the last two decades: growth from 1990 to 2020 averaged about 3.9 per cent, while growth since 2000 has averaged about 2.9 per cent, and growth since 2014 has slowed even further, to about 2.0 per cent. The MoF 2019 Medium-Term Expenditure Framework estimates real growth since 2019 to average about 1.5 per cent if the COVID-19 immediate rebound is excluded from the calculation. With these trends in mind, the projections in Table 7.2 have used the assumption of 1.8 per cent average real GDP growth 2022/23 to 2029/30).

The three-year moving average of total government spending as a percentage of GDP between 2014/15 and 2020/21 was about 31 per cent. As this trend was also slowing over the period, the projections assume that total government spending will average about 30 per cent of GDP from 2022/23 to 2029/30. Similarly, the three-year moving average of total education sector allocation as a percentage of total government spending was about 19 per cent between 2017/18 and 2021/22. Again, as the trend is declining, we utilize the assumption that the education sector allocation will average about 18 per cent of total government spending in the ESSP period.

68 Estimates presented in Table 7.1 can differ slightly from those utilized in the Education Sector Analysis, as estimates are updated as these publications are produced. For the ESSP we utilized the latest available publication.

69 We have used an approximation of 'constant' GDP growth – using a trend in national accounts data rather than a re-indexing of prices.

70 This trend (the three-year moving average) was calculated from a combination of the budget books and the MoF working Medium-Term Expenditure Framework – utilizing actual or estimated GDP depending on the year in question.

Table 7.2: Fiscal space projection for the education sector (2022/23–2029/30, E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
GDP (nominal)	83,357	88,608	94,190	100,124	106,432	113,137	120,265	127,842
GDP change (nominal)	6.3%	6.3%	6.3%	6.3%	6.3%	6.3%	6.3%	6.3%
Government expenditure as percentage of GDP	29%	30%	30%	30%	30%	30%	30%	30%
Total government expenditure	24,051	26,582	28,257	30,037	31,930	33,941	36,080	38,353
Education sector (percentage of government spending)	18%	18%	18%	18%	18%	18%	18%	18%
Education sector (current prices)	4,329	4,785	5,086	5,407	5,747	6,109	6,494	6,903
Education sector per capita (E)	7,965	8,698	9,154	9,649	10,186	10,768	11,398	12,081
GDP (constant)	83,357	84,940	86,639	88,459	90,405	92,394	94,426	96,504
GDP change (constant)	1.8%	1.9%	2.0%	2.1%	2.2%	2.2%	2.2%	2.2%
Government expenditure as percentage of GDP	29%	30%	30%	30%	30%	30%	30%	30%
Total government expenditure	24,051	25,482	25,992	26,538	27,121	27,718	28,328	28,951
Education sector (percentage of government spending)	18%	18%	18%	18%	18%	18%	18%	18%
Education sector (constant)	4,329	4,587	4,679	4,777	4,882	4,989	5,099	5,211
Education sector per capita (E)	7,965	8,338	8,420	8,524	8,652	8,793	8,949	9,120

Source: Generated by author based on figures sourced from the Medium Term Fiscal Framework (MoF, 2021).

Table 7.3: Simulated change in per capita allocation to the education sector with alternative assumptions*

Government spending (percentage of GDP)	Education allocation (percentage of total spending)	2030 vs. 2023
30%	16%	2%
30%	17%	8%
30%	18%	14%
30%	19%	21%
28%	16%	-5%
28%	17%	1%
28%	18%	7%
28%	19%	13%
27%	16%	-8%
27%	17%	-3%
27%	18%	3%
27%	19%	9%

*assumes real GDP growth of between 1.8% and 2.2% during plan period
Source: Generated by author based on figures sourced from the Medium Term Fiscal Framework (MoF, 2021) and discussions with stakeholders.

Total education sector resources for each year are also presented on a per capita basis using the estimated school-age population (ages 4–24 years). With the assumptions of a constant GDP growth rate of between 1.8 and 2.2 per cent over the ESSP period, available resources for education sector spending would grow about 14 per cent in per capita terms between 2022/23 and 2029/30.

Estimates with alternative assumptions regarding total government spending and the percentage of total government spending allocated to the education sector are presented in the table. For example, if government spending were to hold constant at 30 per cent of GDP and the education sector allocation at 16 per cent of total spending, the allocation per school-age person would be 2 per cent higher in 2030 than 2023. If, alternatively, total government spending fell to 28 per cent of GDP and education sector allocation remained at 16 per cent of total spending, the sector allocation per school-age person would be 5 per cent lower than the allocation in 2023.

Early learning opportunities for children of 3 and 4 years of age will be expanded through the training of practitioners and the provision of materials.

7.2 Resource implications for ESSP goals

As outlined in detail in section 5.1, the ESSP is organized around seven goals:

- **Goal 1:** Educational quality and student learning improved at all levels;
- **Goal 2:** Students retained in school until completion;
- **Goal 3:** Entry and exit points of the education system strengthened;
- **Goal 4:** Teacher development and management enhanced;
- **Goal 5:** Adequate and equitable education financing and spending enhanced;
- **Goal 6:** Access further improved; and
- **Goal 7:** System resilience strengthened (after COVID-19) and system prepared for future crisis prevention.

Each goal is accompanied by programmes (activities) for meeting the ESSP goals. The proposed programmes vary considerably in their potential impact on the baseline or reference budget constructed from recent MoET budgets. In some cases, programmes represent a change of focus or priorities that can be managed within the baseline allocations, while others may require significant increases in spending. The sector resource implications for these activities have been estimated in section 7.3.

7.2.1 Goal 1: Educational quality and student learning improved at all levels

7.2.1.1 Expand ECCDE provision and expand the network of ECCDE institutions

The government recognizes the importance and intersectoral nature of ECCDE. A legal/administrative framework has been developed and an intersectoral coordinating function has been established. Currently, ECCDE is mostly provided through the private sector with participation in ECCDE being quite low (28 per cent of 3–5-year-olds) and inequitable.

The ESSP proposes to expand public investment in ECCDE via support for the Grade 0 programme for children of 5 years of age and for strengthening the capacity of existing non-formal ECCDE providers to promote quality early learning experiences for children aged 3 and 4 years. The ESSP proposes to reach 90 per cent of all children of 5 years of age with the Grade 0 programme by 2034 (95 per cent public) and 50 per cent of children 3 and 4 years of age with enhanced early learning opportunities (overall target of 63 per cent of 3–5-year-olds).

The investment in ECCDE will have considerable resource implications for the education sector. Public support for Grade 0 will require new spending on facilities, materials and teachers. Early learning opportunities for children of 3 and 4 years of age will be expanded through the training of practitioners and provision of materials.

Resource assumptions

Grade 0:

- Support for provision of additional classrooms for Grade 0 in existing primary schools;
- Teacher costs equivalent to that of a beginning primary teacher (E120,000 annual);
- Grade 0 materials cost E2,800 per student in the year the class is established and E1,000 each subsequent year;
- Inclusion of Grade 0 enrolment in FPE grant to schools (E560 per student); and
- By 2030, public Grade 0 provided to approximately 17,000 learners (78 per cent of 5-year-olds, 84 per cent of these via provision in government-supported institutions).

ECCDE (strengthening early learning component for 3–5-year-olds):

- Progressive rollout of short-term training/ orientation for practitioners in no/low fee provider centres;
- Early learning material package of E2,800 per child in year 1 with E1,000 per year in replenishment in subsequent years; and
- Enhanced early learning support for approximately 15,000 children in no/low cost ECCDE centres by 2030 (40 per cent of all 3–5-year-olds participating in ECCDE, 60 per cent of children/centres receiving early learning support (training and materials).

7.2.1.2 Rollout of the new competency-based curriculum

The resource implications of the rollout of the new curriculum are the provision of textbooks and materials and the training/orientation of teachers as the implementation of the curriculum is progressively rolled out. Resource requirements for textbooks are captured at the level of education (primary, secondary) and in the resource requirements for INSET. It is policy that textbooks at the primary level are provided by MoET.

The development of new competency-based TVET courses will incur new spending during the ESSP period. However, these programmes have yet to be developed in detail and the magnitude of the additional

spending cannot be reasonably estimated. As an alternative, the training orientation of TVET teachers for the competency-based approach is included in the baseline budget. The new competency-based courses will replace older courses and the operational costs in the baseline will cover the delivery costs of the new programmes (no additional spending other than for changes in enrolment due to improvements in retention and promotion).

Resource assumptions

- The curriculum has been developed – assumes that the current baseline budget incorporates resources for new materials and orientation of teachers.

7.2.1.3 Improve the system of continuous education

7.2.1.4 Strengthen existing monitoring procedures to ensure a comprehensive understanding of the education sector

It is assumed that the resource implications for the technical, quality assurance and consultative activities proposed can be realized with the current baseline funding and development partner support.

Resource assumptions

- No ESSP impact on spending relative to baseline.

7.2.2 Goal 2: Students retained in school until completion

7.2.2.1 Reduce financial and non-financial barriers to staying in school

At the primary level, schools are provided with grants for operational expenses (FPE grants). Among the encouraged use of the funds is the provision of school materials and school meals. Developing the equity-focused scheme for awarding grants and strategies for greater leveraging of financial and payment technology will be financed 'off-budget' with development partner collaboration. The aim is to improve the timeliness of disbursements and promote greater accountability and full utilization of the funds allocated to grants.

OVC grants are intended to support secondary school participation for poor and vulnerable children. One of the primary uses of the OVC grants is to offset secondary school fees. The ESSP proposes to increase the average OVC education grant from E3,060 to E4,000 by 2025/26 to assist students in meeting non-fee expenses. This necessitates an increase to the annual allocation for OVC education grants by about E25 million by 2025/26 (Deputy Prime Minister's Office and the Department of Social Welfare).

Resource assumptions

- OVC grant amounts to be adjusted upward (average grant E3,060 to E4,000) to better support non-fee costs for secondary school (books, materials, meals, transport).
- Development of an equity-focused FPE grant scheme that prioritizes schools with poorer/more vulnerable children while ensuring all schools receive support at the level provided in 2020 (technical analysis and design – off budget with external support).
- Training/orientation for managers of revised FPE scheme (included in current management and supervision budget MoET – no additional financial implications).
- Inclusion of Grade 0 learners in FPE grant calculation for government-supported schools.
- Additional investments in ensuring application of care and support for teaching and learning (CSTL) in baseline budget projection – no additional requirements related to ESSP implementation anticipated.

7.2.2.2 Establish systematic national learning assessments to regularly monitor progress

The ESSP proposes the development of a national assessment system for Grades 4 (or 3), 7 and 12. The objective of the national learning assessment system is to provide ongoing reliable information to education stakeholders on learning outcomes in Eswatini.⁷¹ The assessments will be sample-based

and incorporate about 5 per cent of the learners in each grade assessed. The development of test items, scoring protocols, reporting strategies and information management systems will be funded through investment over a two-year period. Beginning in year 4, assessments will be rolled out one grade at a time over the next three years. Resources for administration will be included in the regular recurrent budget for and assessment of one grade each year.⁷²

Tracer studies will also be incorporated into the assessment system and will be administered in PSET each year with rotation among the specific programmes. In year 1 and 2 of the ESSP, an assessment strategy, methodology and instruments for PSET tracer studies will be developed. Beginning in year 3 of the plan, tracer studies for selected PSET programmes will be administered.

Resource assumptions

- Development of national assessment strategy, testing items, scoring protocols, reporting strategies and information management systems funded through E1.4 million investment over two years.
- Recurrent (administration, scoring, analysis) costs of national assessment estimated at equivalent to E300 per student (5 per cent sample) from year 3.
- Development of a PSET labour outcomes (tracer) study strategy, methodology and tools in years 1 and 2 of the ESSP funded through E1.3 million development spending.
- Recurrent administration cost of PSET tracer studies E200 per student (primarily phone interviews)
- Tracer studies undertaken each year with rotation among programmes (rotation developed in strategy document) – estimate of participants is 10 per cent of annual PSET programme completers.
- Inclusion of resources for administration of SAQMEC instruments.

71 The new system is primarily a tool for assessing system quality and the impact of policies and investments in learning as it is not intended to replace the system of exams and certification already in place in Eswatini.

72 There is not yet a decision on where to house this activity or in what unit budget to incorporate the required financial resources.

7.2.2.3 Provide assistance to learners at risk of dropping out due to accessibility challenges

Strengthening school-based support on gender and HIV will be included in the INSET workplan and budget. Improving social safety nets will be coordinated with MoLSS, but implementation will be financed through the MoLSS budget. Strategy and materials development will be funded from administrative resources within MoET and MoLSS.

Resource assumptions

- Improving social safety nets – primarily financed by MoLSS.
- Strengthening school-based management of gender and HIV incorporated into comprehensive plan and budget for INSET – no ESSP impact relative to baseline.

7.2.3 Goal 3: Entry and exit points of the education system strengthened

7.2.3.1 Improve teaching in foundational grades (Grades 1–4)

Upgrading teaching skills for foundational grades will be incorporated into INSET training/orientation programmes on the new curriculum. The prime focus will be on the incorporation of learner-centred approaches.

Resource assumptions

- Capacity development for foundation phase teachers is reflected in the current baseline budget.

7.2.3.2 Improve English language instruction in the early grades

The Education Sector Analysis identified basic competency in English language of foundation phase teachers (Grades 1–4) as a constraint on learner results. During the ESSP period, MoET will provide

selected foundation phase (Grades 1–4) teachers the opportunity to improve their command of English.⁷³ MoET will undertake a sample-based needs assessment for English language competency among current foundation phase teachers and use those results to develop a programme of study and identify priorities for the selection of participating teachers.

The programme will consist of three 20-day residential English language courses for each participating teacher over a three-year period. The programme will be provided in each of the four regions of the country and the total number of teachers (assuming a cohort size of 80 teachers) will be 960 teachers, completing by 2034. To encourage participation and completion, participating teachers will be provided with the training free of charge and receive a small stipend to cover their additional expenses and possible lost income over the holiday period.⁷⁴ The assessment, programme design, production of materials, identification of venues and selection of participants will take place in 2022 and early 2023, with the first cohorts entering the programme in mid-2023.

Resource assumptions

- Initial assessment and programme design (including contracted expertise as required) E500,000.
- Annual unit cost for 20-day residential programme per participant (inclusive of stipend for participants) E40,000.
- Remote support per participant over a three-year period (remote – via text, WhatsApp, audio files, and so on) E200 annually per participant.

7.2.3.3 Improve access to PSET, in particular TVET and AELL

During the ESSP period MoET intends to significantly improve the number and quality of TVET and AELL offerings. The long-discussed upgrading of ECOT to a university will be initiated during the plan period. The transformed institution will provide new opportunities for delivery of university-level skills training in Eswatini. Upgrading ECOT will require short-term investments for developing a comprehensive technical document to

⁷³ The focus of this programme is English language competency rather than pedagogy and methods for teaching English.

⁷⁴ MoET may also pursue with the Ministry of Public Service the possibility of formal certification and salary increment.

guide the process; capital projects to meet the needs of upgraded and new study programmes and faculties; and additional salary costs for new (higher qualification) lecturers and administrators. The upgrade will be rolled out progressively over the ESSP period.

Resource assumptions

- Technical document development for upgrading of ECOT to university E1,200,000 (technical assistance, travel, workshops).
- Salary costs for university-level lecturers (new faculties and/or upgraded programmes at ECOT) rollout over six years: E2 million per year.
- Capital projects renovation and expansion equivalent to E700,000 per year for years 3 to 12 of the ESSP.

7.2.3.4 Establish and continuously update regulatory and coordination framework for PSET to ensure reflection of labour market needs

The development and management of a quality training system with strong and flexible links to the labour market requires a sound regulatory framework and system for programme management.

Resource assumptions

- Assumes tasks can be accomplished within baseline budget – no/little implications for additional spending.

7.2.4 Goal 4: Teacher development and management enhanced

7.2.4.1 Establish and continuously update a comprehensive teacher management database, integrated into the EMIS

A teacher management information system will enable the Teaching Service Commission and MoET to more efficiently forecast teacher requirements, allocate teachers to institutions and develop systematic teacher capacity development plans. The system will be developed with a high degree of interoperability with related systems managed by the Eswatini Ministry of Public Service (salaries, benefits and conditions), the Teacher Service Commission (process of naming

of teachers) and the MoET EMIS. This will integrate information regarding institutions, programme offerings and enrolments necessary for efficient planning of teacher requirements and ensuring the efficient allocation of teaching resources across the country's institutions.

The development of the system will incur significant costs in the short term but have a relatively minor impact on annual financial requirements in the medium term. The ESSP proposes to develop, test and populate the system in 2023, with full implementation beginning in the 2024 school year. No connectivity costs for regular real-time updating of the system have been included. The proposed rollout of improved school connectivity should enable education and Teaching Service Commission managers, school heads and teachers to access the system as needed.

Resource assumptions

- Total development cost for teacher management information system estimated at E1,400,000 over two years.
- Technical maintenance and connectivity costs E112,000 annually 2025–2030 (includes ongoing training of technical staff and officials but does not include connectivity).
- Annual operational requirements (inputting data for new teachers, changes in assignment, etc.) of the system accommodated within the baseline budget.

7.2.4.2 Strengthen evidence-based planning and programme design, based on key data on teachers and head teachers

As part of the teacher management information system development process, the perspective of end users (senior managers) will be incorporated and training in analysis and reporting provided.

Resource assumptions

- Included in the annual cost for maintenance and connectivity for teacher management information system (see 7.2.4.1).

7.2.4.3 Raise the level of capacities and qualifications of teachers and instructors to raise the quality of education at all levels

Resource assumptions

- Included in current MoET budget for training – no ESSP additional expenditures.

7.2.4.4 Develop and implement an incentive system for teachers (addressing, inter alia, the need to undergo continuous professional development and to accept hardship postings)

The tools at the disposal of MoET for promoting greater equity in the provision of quality teaching resources across the various communities in Eswatini are currently quite limited. While a teacher management information system will provide critical information for more efficient planning and more equitable allocation of teachers, stakeholders identified teacher incentives (both financial and non-financial) as a potential mechanism for improving the distribution of teachers. Without a clear policy on non-financial incentives like teacher housing it is difficult to develop clear estimates of resource requirements during the plan period.

Further analysis may indicate that salary incentives would be a more cost-effective means to meet teacher distribution goals. Regardless of how incentives are structured (as provision of material benefits or as salary increments) a notional estimate of 1 per cent of estimated salary requirements has been used as a placeholder for the development of a teacher incentive system.⁷⁵

Resource assumptions

- 1 per cent of total sector salary requirements (primary and secondary) as a notional estimate of the resource requirements for implementing a system of teacher incentives.

7.2.5 Goal 5: Adequate and equitable education financing and spending enhanced

The four programmes under Goal 5 are operationalized through proposed financing throughout the ESSP and do not have independent effects on proposed resource requirements or the distribution of resources.

Resource assumptions

- No ESSP-associated additional costs – included in the baseline budget.

7.2.6 Goal 6: Access further improved

The focus of programmes and activities under Goal 6 is improved incorporation of special education needs learners across primary, secondary and PSET. The principal activities are similar across the different levels and resource assumptions are consolidated for the entire goal.

7.2.6.1 Ensure equity and equality of opportunities for inclusive quality education in primary schools

7.2.6.2 Ensure equity and equality of opportunities for inclusive quality education in secondary schools

7.2.6.3 Ensure equity and equality of opportunities for inclusive quality education in PSET

Activities to support Goal 6 include the renovation of facilities, the provision of materials and assistive technology for special education needs learners and enhancing the capacity of central and regional MoET in assessment and planning for support of these learners.

Currently, MoET participation in funding of school facilities is limited – most primary and secondary schools are community schools rather than government schools. An estimate has been included for the provision of conditional financial support⁷⁶

75 While 1 per cent of primary and secondary teacher salaries have been utilized as a convenient means to estimate the cost of an incentive programme, the decision to revise salary scales for teachers is not a formal ESSP priority.

76 Conditioned on approved renovations to enhance inclusivity for special education needs learners. A budget will be established, and institutions can apply for funding support for inclusivity enhancing renovations or expansion of facilities.

to the schools rather than proposed capital projects for necessary renovations of primary, secondary and PSET facilities.

Similarly, much of the cost of PSET is borne by students through fees to government-supported and private institutions and through scholarships provided by MoET or MoLSS. While the expansion of support to PSET – in particular skills training – is a priority, without the development of programmes, incorporating projections of increased enrolment cannot be reasonably costed.

The 2018 Annual Education Census report (MoET, 2018a) summarizes enrolled special education needs learners by type of impairment. These numbers are likely to be a significant undercount of potential special education needs learners when considering the number of children that do not enrol in school due to some type of impairment. In 2018, MoET reported about 7,700 special education needs learners at the primary and secondary level (there was no reporting for PSET). About 40 per cent of those learners were categorized as learning disabled, 30 per cent as visually impaired, 20 per cent as hearing impaired, 6 per cent as physically impaired and the remainder with other impairments.

As the degree of impairment within the categories can vary significantly, these figures can provide only very general guidance on the financial requirements for support. For many of the special education needs learners, additional trained staff (professional or paraprofessional) would prove as – or more – useful than assistive technology. With overall changes in the demographics of the school-age population, there are opportunities to provide additional trained staff to support special education needs learners at the school level within the existing baseline budget. We have not estimated a financial impact of more staff support for these learners.⁷⁷

Assistive technology resource requirements were based on provision of wheelchairs to an estimate of 20 per cent of the physically impaired and other devices (walking aids) to 50 per cent. For visually impaired learners a notional cost has been included for provision of oversize text versions of formal school materials as well as Braille versions. For hearing impaired students, the appropriate support can vary significantly in cost, depending on the nature and degree of hearing loss. A notional estimate has been included for providing simple amplification devices for just 5 per cent of the estimated number of enrolled learners with hearing impairment.

For special education needs learners with significant or total visual or hearing impairment, adequate support is best provided through intensive training for both the learners and staff. The financial assumption is that 10 additional special education needs posts added to the central and/or regional offices will lead in retraining of existing teachers to better support special education needs learners.

Stakeholders also identified establishing basic connectivity of schools as an ESSP priority. As primary education is compulsory and provided free of charge, the annual economic cost for installation and recurrent connectivity costs for 620 government-supported primary schools has been included in the ESSP estimate of required financial resources.

In a number of publications, MoET reports that 45 per cent of secondary schools currently have connectivity. We make the assumption that the schools that have not yet established connectivity are serving poorer students (with lower capacity to pay fees) and/or are located in areas of the country where the costs of establishing and maintaining basic connectivity are likely to be higher.⁷⁸ The ESSP investment in equipment and connectivity costs for these institutions⁷⁹ will improve both the quality and equity of secondary education.

77 Strengthening of capacity at the central and regional level of MoET has been incorporated as a new resource for providing this type of training and support to teachers.

78 Generally, more remote rural schools or schools in poorer peri-urban communities.

79 Approximately 160 secondary schools.

Resource assumptions

- Estimate of 1 per cent of the replacement cost of established government-supported education (primary and secondary) infrastructure for support to renovations to improve accessibility for special education needs learners at all levels (equivalent to E3,500,000 annually over the plan period).
- Expansion of special education needs unit by 10 professional staff (over three years) to improve the diagnostic and planning capacity of the unit and to train/retrain teachers to support special education needs learners (E240,000 per post – 10 additional posts over first two years of ESSP).
- Limited provision of basic assistive technology (E1,400,000 annually to meet needs as described above).
- Connectivity for 620 government-supported primary schools and 160 secondary schools based on a total cost of ownership annualized equivalent for a 200-gigabyte connection, two basic laptops and router/installation approximately E25,400 per year per school.⁸⁰
- Specific resource requirements financed by conditional support to improve inclusivity would consider school proposals for (i) the procurement of specialized (special education needs) teaching and learning materials and equipment for schools; (ii) the modification of infrastructure for special education needs learners; (iii) the strengthening of the material–technical base of all schools, including PSET infrastructure, through redistribution of resources according to need; and (iv) the acquisition of land for TVET institutions.

7.2.7 Goal 7: System resilience strengthened and prepared for future crisis prevention

7.2.7.1 Assess impact of COVID-19 on learning across all educational subsectors

Undertake a comprehensive assessment of learning loss and enabling conditions for recovering lost learning.

Resource assumptions

- Included in provisions of baseline budget estimate.

7.2.7.2 Develop and implement a plan for recovery of lost learning due to the impact of school closures and other COVID-19 effects

Resource assumptions

- Included in provisions of baseline budget estimate.

7.2.7.3 Develop a resilience strategy and make investments in technology and materials for implementing it

Resource assumptions

- Included in provisions of baseline budget estimate.

7.3 ESSP resource requirements

This section describes and estimates the resource requirements associated with the ESSP proposed priorities. These estimates of resource requirements are expressed as annualized spending requirements relative to a 'baseline' spending estimate that reflects policy and practice prior to the adoption of the proposed ESSP programme proposals. While proposed ESSP programmes and activities are established for the entire plan period (2022–2034), spending estimates have been limited to 2030, using estimates of progress toward end-of-plan targets in 2030 as the endpoint for the estimates. The objective is to assess the feasibility and credibility of the proposed ESSP programmes relative to the estimated public financial resources

⁸⁰ Assumes average cost of router and set up at E5,200 per school, two devices at E18,200 and E1,670 per month connectivity. Capital costs have been discounted over 5 years with a discount rate of 6 per cent. The resulting cost of ownership over a 5-year period is primarily recurrent connection charges (99 per cent).

likely to be available during the plan period; and to quantify any gaps that would need to be financed with additional allocation of national resources or with support from external partners.⁸¹

The UNESCO Education Policy and Strategy Simulation Model tool⁸² was used to estimate the impact of the proposed ESSP programmes on education sector resource requirements. The tool was adapted to reflect the structure of the Eswatini education system. ESSP resource requirements are presented as changes in requirements against a baseline that reflects ‘status quo’ sector practices and performance (referenced on 2018/19, 2019/20 and/or 2020/21). While the Education Policy and Strategy Simulation Model tool provides a means of understanding the medium-term impact of the ESSP relative to baseline practices and performance, it does not provide an activity budget for the proposed programmes. The cost estimates of specific activities are provided in the Multi-Year Action Plan 2022–2034.

The ESSP programme proposals are a mix of initiatives focused on specific subsectors and proposals with a sector-wide scope. To begin, the impact of ESSP proposals⁸³ by subsector are simulated. Subsequently, cost implications of the sector-wide initiatives are projected. Finally, the comprehensive impact of ESSP programme proposals is examined, relative to an estimate of available resources (section 7.4).

7.3.1 Expanding publicly financed ECCDE

Goal 1 of the ESSP – Educational quality and student learning improved at all levels – incorporates a new emphasis on the provision of ECCDE.⁸⁴ Currently, ECCDE services are provided through private and community programmes, and are not financed through government spending. The ESSP proposes a gradual expansion of public support (MoET spending) for children of 3–5 years of age. The ESSP assumes that

overall participation rates of children aged 3 and 4 years in some form of ECCDE⁸⁵ will increase from the current estimate of 22 per cent to 50 per cent by 2034 (see Table 7.4). The aim is for 50 per cent of 3–4-year-olds to attend a programme where MoET has provided short-term training on ECCDE principles and practices to caregivers and a ‘package’ of early learning materials.

The estimate for resource requirements for ECCDE support for children aged 3 and 4 years includes 10 days of training for caregivers. The calculation of the costs of the 10 days of training was based on a model of Tinkhundla-level workshops not requiring overnight accommodation for participants. Costs include venue costs, facilitation costs, meals during workshops, local travel subsidies for participants, travel for facilitators and workshop materials. The costs of the 10-day training were then converted to per-child costs by assuming that each training would be attended by 25 caregivers and the ratio of children to trained caregivers would average 20 children per caregiver. The training would be provided just once to the caregivers as government support for ECCDE for children of 3 and 4 years of age is rolled out during the plan period (in the projections until 2030). As caregivers will be provided with training, the no/low fee centres will be provided with an initial package of early learning materials (E70,000) and an annual replenishment of E1,000 per child in subsequent years of the plan period.

The costs of providing the training and materials to meet the planned expansion of government support for ECCDE services for children aged 3 and 4 increases from about E2,450,000 in 2023 to about E26,811,000 by 2030. This represents additional spending compared to a baseline scenario where support for ECCDE for children aged 3 and 4 years was not supported from public funds.

81 As described in this section, annualized medium-term requirements are distinct from annual implementation costs.

82 The Education Policy and Strategy Simulation Model tool is UNESCO’s first simulation model tool, developed in 2001. It is an Excel-based tool which provides support to educational planning in a number of countries, with technical assistance provided by UNESCO to reinforce the capacities of Member States (UNESCO, 2001).

83 This estimate also incorporates targets and policies regarding participation, promotion and repetition.

84 ESSP programme 1.1: Expand ECCDE provision and expand the network of ECCDE institutions.

85 In the current programme types or new programmes that emerge with the new support for ECCDE opportunities for children aged 3 and 4 years.

Table 7.4: ESSP incremental costs for the expansion of ECCDE

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Population children 3–4 years of age	56,784	59,930	58,461	57,262	56,298	55,516	54,866	54,341
Participation rate ECCDE children 3–4 years of age	22.0%	24.3%	26.7%	29.0%	31.3%	33.7%	36.0%	38.3%
Intake ECD (3–4-year-olds)	12,492	14,583	15,590	16,606	17,640	18,690	19,752	20,831
Percentage public-supported	0%	5%	10%	15%	20%	25%	30%	35%
Number public-supported children	0	729	1,559	2,491	3,528	4,673	5,926	7,291
Population children 5 years of age	27,398	26,500	30,428	29,601	28,928	28,372	27,950	27,594
Participation rate children 5 years of age (Grade 0)	40.0%	44.2%	48.3%	52.5%	56.7%	60.8%	65.0%	69.2%
Intake Grade 0 (age 5 years)	10,959	11,704	14,707	15,541	16,393	17,260	18,168	19,086
% public-supported	20%	27%	34%	41%	48%	55%	62%	69%
Number Grade 0 public-supported students	2,199	3,160	5,000	6,372	7,868	9,493	11,264	13,169
Resource requirements								
ECCDE (3–4-year-olds)								
Short-term training/orientation for caregivers (E000)	0	408	873	1,395	1,976	2,617	3,318	4,083
Early learning materials package (E000)	0	2,042	3,053	4,898	7,683	11,512	16,488	22,728
Required new spending ECCDE age 3–4 years (E000)	0	2,450	3,926	6,292	9,659	14,129	19,806	26,811
ECCDE (5-year-olds, Grade 0)								
Grade 0 (annual materials package)	–	8,848	31,071	39,704	55,296	71,731	89,105	107,302
Additional teachers Grade 0 (salary and benefits)	10,555	15,169	24,002	30,584	37,768	45,565	54,066	63,212
Required new spending – extending FPE grant to Grade 0 (E000)	6,137	6,554	8,236	8,703	9,180	9,665	10,174	10,688
Number of additional classrooms	0	38	74	55	60	65	71	76
Additional classrooms – replacement cost (E000)	0	8,612	16,488	12,287	13,411	14,554	15,869	17,072
Additional classrooms – annualized (E000)		877	1,679	1,251	1,366	1,482	1,616	1,739
Required new spending – expanding Grade 0 plan period (E000)	16,692	39,183	79,797	91,278	115,656	141,516	169,214	198,274
Required new spending – expanding Grade 0 annualized capital costs (E000)	16,692	31,448	64,988	80,242	103,611	128,444	154,961	182,941
Management and supervision ECCDE (including Grade 0) (E000)	2,825	3,248	3,735	4,296	4,940	5,681	6,533	7,513
Management and supervision incremental requirement (E000)		424	487	560	644	741	852	980
New ECCDE spending service provision – ESSP period (E000)	16,692	41,633	83,722	97,570	125,315	155,645	189,020	225,085
New ECCDE spending service provision – annualized capital costs (E000)	16,692	33,898	68,913	86,535	113,269	142,573	174,768	209,752
Total new ECCDE spending (service provision and management) (E000)	16,692	42,057	84,210	98,130	125,959	156,386	189,872	226,065

More ambitious targets were proposed by stakeholders for expanding access to one year of ECCDE before formal primary school. ESSP goals for the participation of children of 5 years of age in a Grade 0 programme increase from the current level of about 20 per cent of children of 5 years of age to 90 per cent participation by 2034. The plan proposes to expand the public provision of Grade 0 from about 20 per cent of the Grade 0 enrolment in 2020 to 90 per cent by 2034. The assumptions for estimating the incremental impact of expanding Grade 0 include the provision of teachers (student-to-teacher ratio of 25:1), a learning materials package and a classroom in a primary school. The cost of additional teachers was estimated using an average compensation for a beginning primary teacher. The learning package was estimated in the same form as the package for ECCDE for children of 3 and 4 years of age: an initial E2,800 per student⁸⁶ when the class is established and a replenishment of E1,000 per student annually after the first year. The expansion of facilities was estimated using the assumption that 30 per cent of the new enrolment in Grade 0 could be met with existing infrastructure (see next section on primary). A unit cost of E320,000⁸⁷ per required additional classroom was used for the estimates. The projections also include the inclusion of Grade 0 enrolment in the provision of FPE grants equivalent to the current grants for Grades 1 and 2 (E580). Given the relatively low execution rate for allocated FPE resources (approximately 64 per cent – see the Education Sector Analysis), the additional grants for Grade 0 could be accommodated within the current (2019/20) budget allocation.

Expanding overall participation in Grade 0 – and the proposal to meet 90 per cent of this new provision from public resources – has significant implications for MoET financial resource requirements. The annual financial requirements for meeting the ESSP goals for Grade 0 increase from about E39 million in 2023/24 to about E198 million by 2030. Annualizing the capital

expenditures for additional classrooms⁸⁸ reduces the estimated requirements very little as the recurrent costs for teachers and materials represents the largest required expenditure.⁸⁹

The expansion of publicly financed ECCDE services will require additional spending on management and supervision. While it has not yet been determined whether the technical support and management for Grade 0 should be incorporated into the resources required for the primary inspectorate or with the ECCDE unit, the ECCDE unit budget has been used as a baseline for estimating the incremental spending required. As illustrated in Table 7.4, the ESSP proposal would increase the number of children (and sites/classrooms) provided through public resources by about 10-fold between 2022/23 and 2030. A conservative estimate has been used, estimating that the total budget for the ECCDE unit⁹⁰ (personnel, travel, materials, etc.) would need to grow at 15 per cent annually to meet the new demands. This would increase the new (incremental compared to baseline) required spending for ECCDE services from E50 million in additional spending in 2022/23 to about E237 million in 2030.

Combining all the proposed new support for ECCDE would increase MoET resource requirements from about E42 million to about E266 million over the plan period. Annualizing the capital costs yields an estimate of an annualized equivalent of approximately E210 million by 2030. The projections do not consider potential savings in primary education (see below) from reduced needs for classrooms and teachers as improved internal efficiency reduces the significant number of overage children currently enrolled at that level. In the projection of incremental resource requirements, it was assumed the ECCDE posts could be incorporated into teacher training colleges using current resource (budget) allocations and salary costs through lecturer attrition. The incremental cost for

86 E70,000 in the first year per new Grade 0 class established (E70,000 per 25 students).

87 Extrapolated from MoET benchmark capital costs provided to the PROMAN team.

88 Rather than including the entire replacement cost of the classroom in the year it was constructed, an annualized equivalent was used based on the assumptions of a useful life of 20 years and a social discount rate of 8 per cent. This modification changed the estimate of overall financial requirements for the expansion of Grade 0 very little as the recurrent costs associated with additional teachers and a learning materials package are much greater than the provision of needed additional classrooms.

89 It is also the case that MoET does not routinely provide infrastructure to government-supported schools – leaving this function to communities.

90 Activity 91: Preschool education in the budget estimate book.

strengthening of early identification and intervention for special education needs learners at the ECCDE level is captured in the short-term training for ECCDE (3–4-year-olds) caregivers, the pre-service and INSET training for Grade 0 teachers and the expansion of inspectorate services for ECCDE centres and Grade 0.

7.3.2 Improving quality and access in primary education

Population estimates for Eswatini project that the population of primary age children will grow only about 5 per cent between 2022 and 2034. In establishing the ESSP priorities, most of the investments in the quality and effectiveness of primary education have been included in the cost projections for sector-wide initiatives. These include enhancing learning assessment, improving the resilience of education service delivery and upgrading the capacity of teachers and managers (through INSET), and are not reflected in this projection of resource requirements for the provision of primary education.

Ignoring for the moment these sector-wide investments, the principal driver of changes in anticipated resource requirements for the delivery of primary education are assumptions regarding promotion and repetition rates. It has been assumed that within seven years (by 2030) repetition rates in primary education will be consistent with the current MoET policy of 5 per cent.⁹¹ Likewise, promotion rates have been projected to improve over the same seven-year period to 95 per cent across all the primary grades. These assumptions have the effect of reducing the number of students in primary education over the plan period as the number of overage students declines with the assumed improved levels of promotion and repetition.

The Government of Eswatini budget estimates for 2020/21 have been utilized to develop proxies⁹² for teacher costs and for school-level texts and materials

and to project changes in anticipated resource requirements over the plan period. It has been assumed that on a per-student basis the requirements for school-level consumable materials and supplies will grow by 3 per cent per year from the estimated 2022/23 baseline, reflecting the additional demands of the continued rollout of competency-based education.

The Education Sector Analysis highlights concerns about the implementation of FPE grants – citing a relatively low budget execution rate (62–64 per cent) for FPE grants with a budget of E228 million allocation and about E141–145 million expenditure. The E228 million allocation has been maintained in the resource requirement projections as the grant amounts and distributions may need to be re-examined to ensure they provide adequate operating revenues for schools and ensure equity in opportunities for primary education (as well as the inclusion planned growth in Grade 0). Budget categories within the chief inspectorate for primary education for travel and professional services have been included as ‘administration’. Total recurrent expenditure requirements estimated in the projection for primary education service delivery increase by about 5 per cent between 2022 and 2030 – with a 14 per cent increase on a per-student basis (see Table 7.5).

Capital projects included in the MoET budget estimates⁹³ can be difficult to assign accurately to a particular subsector. These projects also tend to have multi-year timelines and actual expenditures and execution of works can also be affected by issues of cashflow, land acquisition and other factors. For the purpose of projecting resource requirements, an estimate has been generated for annual expenditure for facilities in the primary subsector. The estimate of required spending for maintenance, renovation and replacement of school facilities is based on the assumption that for every six classrooms there is a need for accommodation for one teacher, for every three classrooms there is a need for a block of toilets,

91 Also, the assumption that the gross intake ratio for Grade 1 will remain constant at 103 per cent, with some constant numbers of children older than 6 years of age entering Grade 1.

92 The budget estimates include an item for personnel under Chief Inspector Primary, which would include other staff (managers at various levels). As the large majority of this spending is for teachers, this amount has been used as a reasonable approximation for spending for teachers at the primary level. In a similar manner it has been assumed that the bulk of the anticipated budget for consumable materials and supplies reported under Chief Inspector Primary in the government budget estimates are for provision at the school level.

93 In the government-produced budget estimate publications annually.

Table 7.5: Primary education annual funding requirements

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Population children 6 years of age	27,557	27,763	27,965	28,156	28,346	28,529	28,738	28,969
Gross intake ratio to Grade 1	103%	103%	103%	103%	103%	103%	103%	103%
New entrants Grade 1	28,384	28,596	28,804	29,001	29,196	29,385	29,600	29,838
Primary promotion rate	88%	89%	90%	91%	92%	93%	94%	95%
Primary repetition rate	10.0%	9.3%	8.6%	7.9%	7.1%	6.4%	5.7%	5.0%
Public primary enrolment								
Grade 1	30,707	29,794	29,793	29,712	29,287	28,185	31,785	30,999
Grade 2	31,336	30,311	29,494	29,487	29,482	29,158	28,173	31,565
Grade 3	33,304	30,900	29,880	29,140	29,158	29,242	29,033	28,176
Grade 4	34,300	32,886	30,713	29,658	28,958	28,984	29,129	29,006
Grade 5	35,798	33,746	32,437	30,455	29,413	28,773	28,835	29,059
Grade 6	34,428	34,956	33,345	32,107	30,283	29,261	28,671	28,769
Grade 7	26,720	32,797	34,058	32,841	31,718	30,055	29,081	28,555
Total public primary	226,593	225,389	219,721	213,401	208,299	203,657	204,707	206,129
Primary GER (including private)	111%	123%	118%	115%	109%	105%	105%	106%
Number of teachers required	7,814	7,772	7,577	7,359	7,183	7,023	7,059	7,108
Number of classrooms required	252	251	244	237	232	227	228	229
Personal (E000)	1,170,320	1,187,386	1,180,675	1,169,650	1,164,516	1,161,340	1,190,672	1,222,920
Consumable supplies (E000)	115,080	120,192	120,685	120,730	121,378	122,234	126,550	131,252
Administration (E000)	881	876	854	830	810	792	796	801
Grants (E000)	228,000	228,000	228,000	228,000	228,000	228,000	228,000	228,000
Total recurrent (E000)	1,514,281	1,536,454	1,530,214	1,519,210	1,514,705	1,512,365	1,546,017	1,582,973
Facilities (E000)	47,133	46,883	45,704	44,389	43,328	42,363	42,581	42,877
Total annual requirement (E000)	1,561,414	1,583,337	1,575,918	1,563,599	1,558,033	1,554,728	1,588,598	1,625,850

and for every nine classrooms there is a need for one administrative office. Cost estimates are based on MoET replacement costs for these structures and total annual required spending was estimated by converting the replacement cost of this mix of structures to an annualized equivalent based on the assumption of an 8 per cent social discount rate and expected life of the structures of 15 years. While the addition of the annualized equivalent of capital spending for facilities does increase the total estimate for annual spending

required to deliver primary education,⁹⁴ the growth between 2022 and 2030 remains very modest, at about 4 per cent (ignoring the sector-wide quality investments described further below).

7.3.3 Improving quality and access in secondary education

As was done for estimating the service delivery costs for primary education during the ESSP period, the

94 As noted previously, while MoET does plan and execute some capital projects, there is currently no formal commitment on the part of MoET to provide infrastructure for government-supported schools.

estimates for secondary education also exclude the costs of sector-wide ESSP investment priorities. This is despite the fact that a number of these projects would be expected to improve access and quality of secondary education. The resource implications for these sector-wide investments are estimated in the next section (7.3.4). Projected changes in resource requirements for secondary education are the consequence of assumed improvements in the internal efficiency of primary education as well as those assumed for secondary education (see Table 7.6). Improvements in the internal efficiency of primary education will result in an increasing number of children completing primary and being eligible to transition to secondary education.

Estimating transition rates from primary to secondary education is complicated by the number of overage primary students. Calculations based on administrative data (EMIS) produce transition rates from primary to lower secondary of about 94 per cent, while estimates using household-level data suggest that those transition rates may be overstated.⁹⁵ For the secondary education projections, a primary to secondary transition rate of 91 per cent is used, allowing that rate to increase to 94 per cent by 2030.⁹⁶

Calculation of lower secondary to upper secondary education transition rates based on administrative data produce transition rates greater than 100 per cent. For the projections in Table 7.6, reported promotion rates for Forms 3–4 have been used rather than a separately estimated lower to upper secondary transition rate. Anticipated student flows in secondary education during the ESSP period have incorporated the assumption that the promotion rate across each form will improve from the estimated 2018 figure (MoET, 2018a) of 87 per cent to 93 per cent by 2030, and that the repetition rates for each of the forms will gradually approximate MoET policy of 5 per cent.

While the secondary education age population is expected to grow by about 7 per cent between 2022 and 2030, the assumed improvements in the internal efficiency of primary and secondary education result in a 25 per cent increase in the estimated number of secondary education students.⁹⁷ In the near term (to 2030) this increase in the number of students to be provided with secondary education contrasts with the impact of improved efficiency on primary education, where the impact was to reduce expected enrolment by moving students through the system with less wastage due to repetition.

The projected increase in secondary education enrolment will require additional teachers, facilities (classrooms, laboratories, etc.) and materials, as well as increased capacity for the management and supervision of the subsector. As secondary education is neither compulsory nor free in Eswatini, most of the increase in total resource requirements will be met via contributions from households.⁹⁸

The implications of increasing secondary education enrolment for MoET are manifested primarily in the need to increase the numbers of government-supported secondary education teachers and for additional spending in the management and supervision of a subsector projected to expand by 25 per cent.

Maintaining student-to-teacher ratios calculated in the Education Sector Analysis (18:1), the new enrolment will require about 225 additional secondary education teacher posts per year between 2023 and 2030. Assuming the proportion of teacher costs met through public resources will remain constant between 2023 and 2030, it is estimated that personnel costs in the secondary education subsector⁹⁹ would need to increase by about E47 million annually to meet the increased enrolment. Increased resource

95 Calculations using household data in the Education Sector Analysis suggest that primary to lower secondary transition is closer to 90 per cent.

96 While somewhat arbitrary, the assumption is that with students transitioning through the grades in primary education there will be fewer significantly overage children making the transition.

97 As greater numbers of children make adequate progress through primary and enter secondary education and promotion rates for Form 1 through Form 4 improve.

98 This does not necessarily imply higher fees from secondary students but rather larger numbers of students who will be expected to pay the required fees.

99 Since secondary teachers are provided with a combination of direct support by government (teachers with government salaries) and fees charged by schools, the estimate for the costs for teachers for the increasing enrolment uses the personnel costs for the Secondary Education Directorate in the budget estimates book for 2021/22 and projects that number forward on a per student basis. This provides an estimate of the public expenditure requirements if the proportion of teachers funded by government and teachers funded through school-level fees remains constant over the plan period.

Table 7.6: Secondary education annual funding requirements

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Transition rate primary to lower secondary	91%	91%	92%	93%	93%	94%	94%	95%
Transition rate lower secondary to upper secondary	94%	94%	94%	94%	95%	95%	95%	95%
New entrants Form 1	25,142	31,143	32,571	31,628	30,754	29,333	28,569	28,230
Form 1 promotion rate	87%	88%	89%	90%	91%	92%	93%	93%
Form 1 repetition rate	87%	88%	89%	90%	91%	92%	93%	93%
Form 3 promotion rate	87%	88%	89%	90%	91%	92%	93%	93%
Form 4 promotion rate	87%	88%	89%	90%	91%	92%	93%	93%
Form 5 promotion rate	87%	89%	90%	91%	93%	93%	93%	93%
Form 1 repetition rate	10%	9%	9%	8%	7%	6%	6%	5%
Form 2 repetition rate	11%	10%	9%	8%	8%	7%	6%	5%
Form 3 repetition rate	5%	5%	5%	5%	5%	5%	5%	5%
Form 4 repetition rate	15%	14%	12%	11%	9%	8%	6%	5%
Form 5 repetition rate	2%	5%	5%	5%	5%	5%	5%	5%
Total enrolment								
Form 1	30,429	34,683	36,287	35,196	33,848	31,875	30,567	29,758
Form 2	27,927	27,990	32,026	33,872	33,231	32,202	30,532	29,411
Form 3	19,537	24,784	25,255	29,188	31,274	31,110	30,511	29,265
Form 4	25,209	20,695	24,529	25,378	28,920	31,095	31,039	30,172
Form 5	15,631	22,527	19,407	22,922	24,141	27,743	30,084	30,323
GER total lower secondary	99%	110%	117%	122%	122%	117%	111%	107%
GER total upper secondary	80%	84%	84%	92%	101%	111%	115%	113%
Number of teachers required	6,596	7,260	7,639	8,142	8,412	8,557	8,485	8,274
Number of classrooms required	3,830	4,215	4,436	4,728	4,884	4,969	4,927	4,804
Personnel (E000)	1,144,521	1,259,671	1,325,464	1,412,709	1,459,549	1,484,722	1,472,265	1,435,592
Management and supervision (E000)	1,434	1,579	1,661	1,771	1,829	1,861	1,845	1,799
Facilities (E000)	-	-	-	-	-	-	-	-
Total recurrent – MoET (E000)	1,145,955	1,261,250	1,327,125	1,414,479	1,461,378	1,486,583	1,474,110	1,437,391
Total recurrent with OVC grants – current level (E000)	1,276,751	1,405,206	1,478,600	1,575,924	1,628,176	1,656,257	1,642,361	1,601,451
Total recurrent with OVC grants – grant increased to E4,000 by 2025–2026 (E000)	1,276,751	1,419,078	1,492,369	1,589,923	1,675,730	1,704,297	1,690,440	1,649,193

requirements were projected for management and supervision by extrapolating all the non-personnel costs in the Chief Inspectorate of Secondary Education consistent with the projected growth in enrolment. While the number of additional classrooms has been estimated based on Education Sector Analysis

calculations of student-to-classroom ratios, an estimate for capital spending on facilities has not been included as there is no policy that commits government to provide these facilities. The projections indicate that the required recurrent spending for secondary education will increase by about E47 million

per year – consistent with the added costs of personnel (teachers).

While the projections make assumptions regarding improvements in participation and internal efficiency in both primary and secondary education, incorporating more children and promoting persistence and completion at both levels is unlikely to improve without support to the poorest and most vulnerable children and young people. In primary education, the FPE policy ensures that children have access to schooling and that schools have access to operating funds through the FPE grants.

At the secondary level, the principal mechanism for assisting poor and vulnerable students is the OVC education grant. While decisions regarding the magnitude and distribution of OVC education grants can have important implications for participation in secondary education, these resources are not managed by MoET and have not been included in the ESSP annual recurrent spending requirements for MoET. However, ESSP projections for the cost of secondary education include the expansion of the OVC education grant needed to meet the demands of the increasing enrolment, together with a simulation of the costs of raising the grant amounts. This is to address the concerns expressed by education stakeholders that the current grant levels left many students with significant ‘top up’ requirements that excluded them from continuing their studies.

The Education Sector Analysis highlights apparent discrepancies in the number of OVC grants distributed, using household survey data (approximately 17,600 students) and administrative data from the Department of Social Welfare (52,000 students). Total spending on the OVC education grants was about E160 million in 2018/19 from an allocation of E190 million.

For projecting resource requirements for secondary education inclusive of this important support for poor and vulnerable students, a weighted average of E3,060 per grant recipient has been used.¹⁰⁰ For all the projections, it has been assumed that the percentage

of eligible students is maintained at about 36 per cent of the secondary enrolment each year of the ESSP. The inclusion of estimated OVC grant support as a recurrent annual cost of providing secondary education increases the recurring expenditure requirement between E130 million and E160 million per year between 2023 and 2030. Notably, even with the increasing number of projected grant recipients (increasing secondary enrolment), the largest annual OVC education grant requirement is less than the currently budgeted amount of E190 million.

In response to concerns raised by education stakeholders in the ESSP consultation process, another simulation increasing the OVC education grant amount was undertaken. In this simulation, the average per recipient grant award is increased from E3,060 to E4,000 by 2025/26 and then maintained at E4,000 until 2030. The larger grant amount increases total projected required recurrent spending in secondary education by about E48 million in 2030 compared to the estimate using the current per recipient grant amount. The increase in the size of the grant from the estimated average of E3,060 to E4,000 would require an additional allocation to the Department of Social Welfare – increasing the funds allocated to OVC education grants from its current E190 million to E215 million.

7.3.4 Expanding access and quality of PSET

During the ESSP period, MoET will embark on a process of expanding opportunities for advanced (university level) technical education and training. ECOT will be upgraded to university status. The process will be guided by a technical document describing the sequence of transformation. An additional E2 million will be allocated to increasing salaries for the appropriate

Table 7.7: Expansion of higher education technical and vocational training

Upgrade process for ECOT	E
Technical document	1,200,000
Incremental salary upgrade costs (annual increment each year – to 2030)	2,000,000
Capital investments for upgrade – annual to 2030	700,000

¹⁰⁰ Based on the norms for grant amounts by form and for examination fees.

Table 7.8: ESSP incremental requirements for expansion of higher education technical and vocational training opportunities (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Expand higher education opportunities for vocational training (ECOT upgrade to university)	1,200	2,700	5,400	8,100	10,800	13,500	16,200	16,200

lecturers and another E700,000 for accommodating the facilities to provide the advanced level training (see Table 7.7). The annual financial need increases steadily as the transformation process evolves, requiring more than E16 million annually in the later years of the plan period (see Table 7.8).

7.3.5 Sector-wide ESSP programme proposals

A number of ESSP priority proposals are sector-wide. For each proposal where implementation requires additional financial resources (compared to baseline spending), requirements for the period 2022/23–2030 have been estimated.

7.3.5.1 Develop and implement a national learning assessment system (Grades 3/4, 7 and 12, and tracer studies for skills programmes)

An Education Sector Analysis recommendation supported by education stakeholders in the consultation process was the development of a national learning assessment system. Estimates of the financial requirements for the development and rollout of this system are presented in Table 7.9. The proposed system includes a sample-based learning assessment administered to three grades, as well as a sample-based tracer study strategy for the ongoing assessment of skills programmes (the learning and labour market outcomes of programme completers).

While fees for participation in the SACMEQ assessment are included in the current baseline sector budget, item development, administration and scoring are not. An estimate of annualized financial requirements to implement SACMEQ assessments has been included in the recurrent costs of the assessment system (see Table 7.10).¹⁰¹

Table 7.9: Development of a national learning assessment system

National learning assessment system development	E
System development	
Process management	840,000
Logistics for system development	1,036,000
Technology	280,000
Total development	2,156,000
Total development annualized (5 years)	512,000
Recurrent implementation (annually 1 grade)	
Technology (maintenance and support)	112,000
Administration (E400 per student) – 1,500 students	600,000
Reporting and communication	84,000
Total annual recurrent	796,000
PSET tracer studies system	
System development	
Process management	500,000
Logistics for system development	750,000
Technology	150,000
Total development	1,400,000
Total development annualized (5 years)	332,000
Recurrent implementation (approximately 400 students per year)	
Technology (maintenance and support)	90,000
Administration (E200 per student) – 400 students	80,000
Reporting and communication	50,000
Total annual recurrent	220,000

The development of the learning assessment system – including managing the process (mostly technical assistance), logistics for consultations and workshops, and the initial technology investments will be realized in 2022–2024, with the first assessments being administered in 2025. The 5 per cent sample of

101 To conform with the structure of annual budget, the cost of this periodic expense has been annualized.

Table 7.10: Incremental requirements of a national learning assessment system (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
National learning assessment	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308
National learning assessment – PSET tracer	552	552	552	552	552	552	552	552
Implementation SAQMEC	280	280	280	280	280	280	280	280
Total ESSP	2,140							

Table 7.11: Teacher management information system development

System development	E
Management and technical assistance for system development	350,000
Technical development (design and coding)	560,000
Consultations and workshops	350,000
Technology and connectivity	147,000
Total development	1,407,000
Total development annualized	334,017
Recurrent	
Hosting/maintenance (technical requirements)	112,000
Client connectivity*	–
Total annual recurrent	112,000

* Client connectivity included in improving connectivity in schools

students of the relevant grades will be implemented on a rolling basis, with each grade being assessed every three years.¹⁰² The tracer study system (strategy, tools and technology) will also be developed in 2022–2024, with the first studies being realized in 2024–2025. If development costs are converted to annualized equivalents,¹⁰³ the additional spending for the national assessment system represents an additional annualized expenditure of E2.14 million over the estimated current baseline spending level.

7.3.5.2 Develop and populate a teacher management information system for Teaching Service Commission with interoperability and defined authorities with the MoET EMIS

Sector stakeholders proposed a system for improved management of teacher resources (projecting demand, allocating teachers to schools and developing detailed capacity development plans) (see Table 7.11). A teacher management information system will be developed recognizing the critical needs for interoperability across the Teaching Service Commission, MoET management and the Ministry of Public Service. The system will be developed over the first two years of the ESSP period with resources required for system maintenance and ongoing implementation and capacity development in subsequent years.

As with the other sector-wide ESSP priorities, the development and implementation of a teacher management information system has been converted to its annualized cost over the plan period. Again, these annualized estimates are an indication of the flow of budget resources necessary to develop and utilize the teacher management information system over the plan period and differ from an annual activity budget that captures the cost of each development step in the year it is implemented.

The **tracer study system** (strategy, tools and technology) will be **developed in 2022–2024**, with the first studies being realized in 2024–2025.

¹⁰² The estimates do not include potential staff needs for an assessment unit within MoET or a related education sector entity.

¹⁰³ Unless otherwise noted, a 6 per cent social discount rate has been utilized for converting capital investments to their annualized equivalent.

Table 7.12: ESSP incremental requirements for a teacher management information system (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Teacher management information system	446	446	446	446	446	446	446	446

Table 7.13: Development of a digital learning support platform

Development	E
Learning management system plan development (pre-development)	350,000
Content authoring and testing	2,100,000
System development (adapting software)	1,050,000
Technology	168,000
Total development	3,668,000
Total development annualized	870,770
Recurrent	
Hosting/maintenance (technology)	100,800
Content revision updating	350,000
Subsidy devices and connectivity (feature phone, E360 air time)	–
Total recurrent (no devices)	450,800
Total recurrent (feature phone for 40,000 learners)	19,760,000
Total recurrent (feature phone for 60,000 learners)	29,640,000

Applying the costs for development and implementation described above, the annualized estimate of required additional spending is about E446,000 per year during the ESSP period (see Table 7.12).

7.3.5.3 Develop a digital-learning materials management system including capacity for remote assessment where appropriate

While not identified specifically as an activity in any ESSP programme, the development of a digital learning support platform is a basic condition for addressing resiliency goals (Goal 7) as well as activities to improve access and enhance quality across a number of other ESSP goals.¹⁰⁴ This comprehensive platform will be capable of managing different types of materials (text, audio, video) and incorporate systematic assessment

for learners and support for teachers. The system will be designed to permit remote support/access for learners, parents and teachers, as well as having the capacity for use in schools to complement in-person instruction. The system content will be developed consistent with the Eswatini curriculum (see Table 7.13).

The proposed costing model assumes the use of open-source software and remote hosting via a tier-II data centre.¹⁰⁵ Data centre pricing should be sufficient to meet anticipated demands from users and can be scaled up as demands on the system grow through increases in learner access and/or the incorporation of additional programmes of study.

The complexity of developing a digital learning platform requires considerable pre-development planning of education and technology choices. Development costs (over the first two to two and half years of the plan period) are estimated at about E3.7 million. When converted to an annualized equivalent the cost of developing the system is equivalent to nearly E881,000 per year over the plan period. Recurrent operational requirements for maintaining the system (technology and software), as well as ongoing expansion and revision of content, is estimated to have an annual cost of E450,000.

A key policy decision – and a significant cost factor – is the choice of whether and how extensively the system subsidizes mobile devices. An estimate for mobile device costs has been provided in Table 7.14. The unit cost of a ‘smart feature phone’ in the East and Southern Africa market is estimated at E450. This device can connect to the internet via a mobile network or wifi and has a speaker that can play audio. The device can be used to access learner support programmes using text message technology and simple mobile-focused web pages and can play audio files. An annual total

¹⁰⁴ As previously noted, the 2021–2022 budget speech highlighted government commitment to develop remote learning capability.

¹⁰⁵ Preferably in the region. The use of a commercial data center avoids the costs of staff and contingencies for MoET hosting and possible large expenditures in developing physically secure facilities for data.

Table 7.14: Device estimates

	Unit	Life	Loss	Annualized
Smart feature Phone	450	4 years	3%	134
Connectivity (year)	360			360
Total per learner				494

cost of ownership has been calculated assuming that each device has a useful life of four years and that 3 per cent of the devices would be lost or damaged and require replacement before the four-year period. The equivalent annualized cost for each device over four years, including loss/replacement, is E134 per unit. Mobile connectivity costs have been estimated at E360 per year for each device, yielding a total cost of ownership of E494 per device.¹⁰⁶

The medium-term annualized spending requirement to develop and implement the system is presented in three scenarios: no subsidy for devices, provision of devices for 40,000 learners and provision of devices for 60,000 learners (see Table 7.15). The development of the system, content and hosting the digital support platform represents approximately E1.32 million

per year in new resources required. Policy choices regarding the provision of devices increase the spending requirements significantly. Provision of devices to 40,000 learners increases the annualized spending to more than E20 million and provision to 60,000 learners to nearly E31 million per year.

7.3.5.4 English language programme for foundation phase teachers

The command of the English language by foundation phase teachers (Grades 1–4) has been identified as a quality challenge at the primary level (see Table 7.16).

As a response, an English language strengthening programme for selected foundation phase teachers has been proposed for inclusion in the ESSP. The programme combines three 20-day residential workshops during school holidays (1 per year) with ongoing engagement via mobile communication (i.e., WhatsApp groups). To improve participation, a small stipend has also been budgeted (see section 7.3.5.2). The programme design contemplates the programme being offered in each of the country’s four regions with a new cohort of 20 teachers entering each year beginning in year 2 of the ESSP. By 2030 it is

Table 7.15: ESSP incremental requirements for a digital learning support platform (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
No device subsidy	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322
Feature phone subsidy (40,000 learners)	21,082	21,082	21,082	21,082	21,082	21,082	21,082	21,082
Feature phone subsidy (60,000 learners)	30,962	30,962	30,962	30,962	30,962	30,962	30,962	30,962

The command of the English language by **foundation phase teachers** (Grades 1–4) has been identified as a **quality challenge at the primary level**.

¹⁰⁶ Mobile connectivity costs can of course vary significantly, depending on intensity of use. The estimate used in the calculation should be seen as ‘minimalist’ and considers the connectivity costs for education purposes exclusively (no gaming, no calls, no web browsing of other content). Depending on the connectivity provider, limits on access can be built into the system.

The **additional annualized resource requirements** over the medium term (2022/23–2029/30) are about **E19.9 million a year** for providing **digital connectivity** to schools.

Table 7.16: Estimated budget for English language programme for foundation phase teachers

Development	E
Needs assessment and programme design	500,000
Total development	500,000
Recurrent	
per participant annual cost	40,200
Total annual (40,200 x number of participants)	40,200

*80 year 1; 160 year 2; 240 per year 2025–2026 to 2029–2030

anticipated that 1,440 teachers will have participated in the programme and 720 will have completed the programme. The programme represents additional resource requirements of about E9.6 million per year not currently anticipated in the baseline budget (see Table 7.17).

7.3.5.5 Basic digital connectivity for government-supported primary schools

The ESSP proposes expanding basic digital connectivity in schools (see Table 7.18). The proposed strategy

Table 7.17: ESSP incremental requirements for an English language programme for foundation phase teachers (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
English language programme for foundation phase teachers	500	3,216	6,432	9,648	9,648	9,648	9,648	9,648

Table 7.18: Estimated budget for basic connectivity for schools

Development	E
Router and installation (replacement cost per school)	5,200
Devices (replacement cost per school)	18,200
Total development	23,400
Total development annualized	5,500
Recurrent	
Connectivity (annual recurrent per school)	20,000
Total cost (annualized cost per school)	25,500
Total annualized cost of ownership 620 primary schools, 160 secondary schools	19,890,000

provides only basic connectivity for the schools to facilitate school administration and communication. The proposed plan does not emphasize digital learning at the school level.¹⁰⁷ Those considerations (digital learning) are captured in the estimates for the establishment of a digital learning support platform (see section 7.3.5.2). Installation, the initial provision of two devices per school and annual connectivity have been converted to an annualized cost of ownership for the basic digital connection for 620 government-supported primary schools and 160 secondary schools.¹⁰⁸ The additional annualized resource requirements over the medium term

¹⁰⁷ There is a separate ESSP initiative to develop a digital learning support system. This system is being developed to support access via individual learners rather than schools as a means of promoting greater resiliency in access to education (learners having access even when schools are closed or inaccessible).

¹⁰⁸ In the most recent data available, about 45 per cent of secondary schools report that they currently have internet access. The goal of the ESSP spending is to support connectivity in schools that have not yet mobilized sufficient resources from fees to establish connection to the internet.

Table 7.19: ESSP incremental requirements for basic digital connection for primary schools (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Digital connectivity for government-supported primary schools (620) and 160 secondary schools	19,890	19,890	19,890	19,890	19,890	19,890	19,890	19,890

(2022/23–2029/30) are about E19.9 million per year for providing digital connectivity to schools (see Table 7.19).

7.3.5.6 Special education needs learner support

Support for improving access to education for special education needs learners across all levels requires enhanced capacity at the technical/management level, renovations to facilities to improve accessibility for special education needs learners, and support for assistive technology (see Table 7.20).

Table 7.20: Improving support for all special education needs learners (all levels)

	E
10 technical professional staff at central/regional level (annual)	2,400,000
Fund for inclusive renovations (annual)	3,500,000
Support for assistive technology (annual)	1,400,000
Total annual	7,300,000

Table 7.21: ESSP incremental requirements for support for all special education needs learners (all levels) (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Support for special education needs learners	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300

The projected requirements anticipate a fund for conditional support to improve inclusivity at the school level. The fund would provide support to schools making qualified proposals for (i) the procurement of specialized (special education needs) teaching and learning materials and equipment for schools; (ii) the modification of infrastructure for special education needs learners; (iii) the strengthening of the material–technical base of all schools including PSET infrastructure through the redistribution of resources according to need; (iv) the acquisition of land for TVET institutions.

The projected requirements also include the expansion of professional special education needs staff at the central and regional level and anticipated annual spending in support of assistive technology. Spending on these new ESSP priorities is estimated to add E7.3 million to annual requirements during the plan period (see Table 7.21).

Table 7.22: Expansion of higher education technical and vocational training

Upgrade process for ECOT	E
Technical document	1,200,000
Incremental salary upgrade costs (annual increment each year – to 2030)	2,000,000
Capital investments for upgrade – annual to 2030	700,000

7.3.5.7 Expansion of higher education technical and vocational training

The MoET will embark on a process to upgrade programmes at ECOT to university level (see Table 7.22). The process will begin with the elaboration of a comprehensive technical document to establish the upgrade plan. The projections for the financial implications for the period 2023–2030 include a gradual upgrading of posts (higher salaries) and facilities to meet the programmatic requirements of the upgrade. The upgrading of ECOT will add more than E16 million to sector annual financial needs by the last years of the ESSP period (see Table 7.23).

Table 7.23: ESSP incremental requirements for the expansion of higher education technical and vocational training (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Expand higher education opportunities for vocational training (ECOT upgrade to university)	1,200	2,700	5,400	8,100	10,800	13,500	16,200	16,200

Table 7.24: Estimated budget for teacher incentives for hardships and capacity development

Teacher incentives	E
Reference of 1% of estimated primary and secondary salary costs	21,795,974

7.3.5.8 Teacher incentives for hardship and performance

MoET will develop and implement an incentive system for hardship postings and for promoting capacity development (see Table 7.24).

While there is consensus that incentives are required to promote equity in the distribution of teacher resources in the system, a legal and administrative review (as well as lobbying for potential changes in service norms) will be required before a formal plan is developed. For the ESSP, we have included a notional cost for the yet-to-be developed incentive plan as a 1 per cent increase to the personnel costs of the primary and secondary directorates. This notional allocation would provide about E21 million for an incentive programme (see Table 7.25).

7.4 Financial credibility and feasibility of the ESSP

In section 7.1, estimates of the availability of public resources for the education sector during the ESSP period were elaborated. These estimates were developed utilizing projections of trends in the growth of the productive economy (as measured by GDP), total government spending as a percentage of GDP, and the resources allocated to education sector spending as a percentage of total government spending. As evidenced by the analysis in section 7.1, alternative assumptions regarding any of these parameters can have a not insignificant impact on anticipated resources available for the sector. For example, assuming total government spending was 27 per cent of GDP and the education sector allocation was 16 per cent of total government spending during the plan period, this would result in a per capita¹⁰⁹ deterioration of the public allocation to the sector by 8 per cent in constant terms by 2029/30. The assumption of 30 per cent government spending and 19 per cent of total spending allocated to the sector would result in a real per capita increase of about 21 per cent.

Table 7.25: ESSP incremental requirements for teacher incentives for hardships and capacity development (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Cost of incentives for teachers (1% of salary spending)	21,796	21,796	21,796	21,796	21,796	21,796	21,796	21,796

The upgrading of ECOT will **add more than E16 million** to sector annual financial needs **by the last years of the ESSP period.**

109 Using the school-age population (4–24 years of age).

Given the sensitivity of estimates of future resource availability to underlying assumptions, comparing the financial requirements of ESSP priorities against these estimates of available resources does not provide a meaningful standard for assessing the credibility and feasibility of the plan. Instead, we have examined the feasibility of the ESSP by assessing the impact of the required new spending against the current baseline sector requirements (2021).

7.4.1 Consolidated estimates of annual spending with ESSP proposals and financing gap

Most of the incremental spending requirements for ESSP priorities are expressed as annualized costs over the plan period (see Table 7.26). The exceptions are priorities that are linked to changes in the population. These include the expansion of ECCDE where the estimate of the spending requirements incorporates a gradual expansion of services to more children over the plan period and the English programme for foundation phase teachers where the original cohort of 80 teachers gradually scales up to 240 teachers per year across the ESSP period (to 2030).

Improvements in the internal efficiency in primary and secondary education combined with demographic changes will see estimated total primary and secondary enrolment grow by just 3 per cent over the plan period (sections 7.3.2 and 7.3.3).¹¹⁰ A simplifying assumption for the baseline scenario is that this minor shift in the relative enrolments can be managed by shifting resources between the

relevant directorates and does not alter the overall baseline requirements. There is no expectation that initiatives in the ESSP – or demographic and policy changes proposed in the ESSP – will have a significant impact on the relative resource requirements by subsector over the ESSP period relative to the sector profile provided in the Education Sector Analysis.

By a large margin, the ESSP priority with the greatest impact on annual sector financial requirements is the new support for ECCDE. By the end of the plan period, the annualized spending for ECCDE will represent about 70 per cent of the incremental annual financial need for ESSP-linked initiatives. The development and deployment of the digital learning support platform – including the provision of devices for 60,000 learners – represents more than 9 per cent of the annual additional resources required to develop and implement the ESSP priorities. Support for enhanced connectivity for schools, the transformation of ECOT to a university and the notional amount set aside for teacher incentives each represent between 4.9 per cent and 6.5 per cent of the incremental annual resource requirements for implementing the ESSP over the medium term. The total increment in annualized spending required to deliver the priorities in the ESSP reaches more than E333 million by the end of the plan period. It is important to draw attention once again to the interpretation of the estimated annualized cost. This E333 million is not the cost of implementing ESSP activities but rather the annualized equivalent of spending over the current baseline to develop AND deploy the ESSP priorities on an ongoing basis.

The assumption of **30 per cent government spending** and **19 per cent of total spending** allocated to the sector would result in a **real per capita increase** of about **21 per cent**.

¹¹⁰ With improved efficiency anticipated primary enrolment will decline by about 20,000 students between 2022/23 and 2029/30 while improved transition and efficiency will add about 30,000 students to secondary education.

Table 7.26: ESSP incremental spending (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	percentage of additional spending (option for 60,000 devices)
Proposed ESSP incremental resource requirements 2023–2030 (annualized cost)									
Expanding provision of government support for ECCDE	16,692	41,633	83,722	97,570	125,315	155,645	189,020	225,085	67%
Develop and implement a national learning assessment system	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	1%
Develop and populate a teacher management information system	446	446	446	446	446	446	446	446	0%
Digital learning support platform – without support for devices	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322	
Digital learning support platform – with support for 40,000 devices	21,082	21,082	21,082	21,082	21,082	21,082	21,082	21,082	
Digital learning support platform – with support for 60,000 devices	30,962	30,962	30,962	30,962	30,962	30,962	30,962	30,962	9%
English language programme for foundation phase teachers	500	3,216	6,432	9,648	9,648	9,648	9,648	9,648	3%
Basic digital connectivity for government-supported primary schools	19,890	19,890	19,890	19,890	19,890	19,890	19,890	19,890	6%
Transformation of ECOT to university	1,200	2,700	5,400	8,100	10,800	13,500	16,200	16,200	5%
Support for special education needs learners (all levels)	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	2%
Teacher incentives	21,796	21,796	21,796	21,796	21,796	21,796	21,796	21,796	7%
Total proposed ESSP incremental resource requirements 2023–2030 (without devices)	71,286	100,442	148,448	168,212	198,656	231,687	267,762	303,827	
Total proposed ESSP incremental resource requirements 2023–2030 (with 40,000 devices)	91,046	120,202	168,208	187,972	218,416	251,447	287,522	323,587	
Total proposed ESSP incremental resource requirements 2023–2030 (with 60,000 devices)	100,926	130,082	178,088	197,852	228,296	261,327	297,402	333,467	

Table 7.27: Education sector baseline spending projection (E000)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Baseline MoET (recurrent)	3,432,190	3,454,670	3,503,313	3,543,939	3,577,240	3,603,475	3,623,316	3,637,562
Baseline education (recurrent)*	3,945,039	3,970,877	4,026,789	4,073,485	4,111,762	4,141,918	4,164,724	4,181,099
Baseline MoET (capital)	501	504	511	517	522	526	529	531
Baseline total education	3,945,540	3,971,382	4,027,300	4,074,003	4,112,285	4,142,444	4,165,253	4,181,630

* Includes education grants to OVCs and MoLSS scholarships

The baseline projections assume that resource allocation among the various levels and activities of the system remain constant with their relative weight in 2019/20 budgeted spending (see Table 7.27). The baseline projections serve as a means of quantifying the impact of proposed ESSP programmes and activities on the total required spending for the sector.

Examining the baseline projections relative to estimates of available resources suggests that current policy and practices (baseline) are achievable within the estimates of future government resources. However, it is important to note that much of the education sector in Eswatini is financed through contributions from households in the form of fees, so it is not surprising that simply projecting current government education spending forward based on demographic trends would yield this result.

7.4.2 Medium-term impact of ESSP priorities on sector financial needs

To assess the financial credibility and feasibility of the priorities described in the ESSP, the impact of the annualized ESSP requirements on total sector annual requirements are examined at the end of the

Table 7.28: Annualized impact of ESSP on sector financial requirements (E2021)

	E000
Recurrent (MoET)	3,432,190
Capital (MoET)	66,000
OVC education grants	180,000
MoLSS scholarships	342,849
Total sector (capital and recurrent)	4,021,039
ESSP annualized requirement 2030	333,467
Annual financial need with ESSP	4,354,506

plan period (2029/30) when all priorities are being fully implemented (see Table 7.28). Prices utilized for estimating the annualized cost of ESSP priorities reflect those at the time of plan development (2020/21). As described above, by the end of the plan period, providing the new priorities developed in the ESSP will require an estimated E333 million per year in new spending for the sector at 2020/21 prices.

A baseline of sector annual financial requirements (in 2021 prices) is about E4.02 billion. This baseline reflects policy and practice that were in place in 2020/21 and

The total increment in **annualized spending** required to **deliver the priorities** in the ESSP reaches more than **E333 million** by the **end** of the **plan period**.

The **baseline projections** serve as a means of quantifying the **impact of proposed ESSP programmes** and activities on the **total required spending** for the sector.

was calculated based on the material in the MoF budget books. When the annualized financial requirements for ongoing provision of the priorities described in the ESSP are included, the total sector annual financial requirement increases to E4.35 billion – an increase of 8.3 per cent.

Beyond 2029/30, the annual sector financial need will increase marginally – primarily for support for continued ECCDE expansion to reach participation goals in 2034. The estimated increase in annual financial requirements for the sector (8.3 per cent) compared to policy and programmes in place in 2021 is realistic within government financial capacity. Assuming real annual GDP growth is in the 1.8 per cent to 2.2 per cent range and the trends in total government spending and education sector allocation between 2017/18 and

2020/21, concerted attention on maintaining traditional levels of support for the sector should be sufficient to incorporate the additional annual requirement for the priorities described in the ESSP. However, again it is important to emphasize that important sector priorities are not fully captured in the financial estimates – primarily the expansion of access and improvements in quality for skills and technical training.

While the anticipated annual impact of the priorities outlined in the ESSP should be within anticipated government financial capacity, the initial investment required for some of the priorities may exceed sector financial capacity in some initial years of the plan. These financing challenges for the initial years will be shown more concisely in the Multi-Year Action Plan 2022–2025.

Appendix 1:

List of persons and institutions who contributed to the drafting of the ESSP

Daries, Ms. Nathalie, Chief, Adolescent Protection and Development, UNICEF.

Dlamini, Mr. Bavukile, Planning Officer, MoET, Mbabane.

Dlamini, Ms. Constance, Chief Primary, MoET, Mbabane.

Dlamini, Ms. Lindiwe, Guidance and Counselling, MoET, Mbabane.

Dlamini, Ms. Mavi, Inspector, ECCDE, MoET, Mbabane.

Dlamini, Mr. Molise, Swaziland National Association of Teachers, Manzini.

Dlamini, Ms. Nelisiwe, Financial Controller, MoET, Mbabane.

Dlamini, Dr. Ntombenhle, Director of Education, MoET, Mbabane.

Dlamini, Mr. Peter, Director INSET, MoET, Mbabane.

Dlamini, Ms. Sibongile, Ministry of Economic Planning and Development (Aid Coordination)

Dlamini, Mr. Thembelihle, Curriculum Designer, National Curriculum Centre, Manzini.

Dlamini, Mr. Vumile, Sebenta National Institute, Mbabane.

Gama, Mr. Bhekithemba, Undersecretary, MoET, Mbabane.

Gamedze, Ms. Thobile, Senior Inspector, Nutrition, MoET, Mbabane.

Gebre, Ms. Tihtina, World Bank.

Hlophe, Mr. Andreas Musa, Director, National Curriculum Centre.

Hlophe, Dr. Dudu, Inspector, ECCDE, MoET, Mbabane.

Hlophe, Ms. Musa, Director, National Curriculum Centre, Manzini.

Hlophe, Ms. Phumzile, UNESCO, Mbabane.

Khumalo, Mr. Madoda, Planning Officer, MoET, Mbabane.

Khumalo, Mr. Robert, Senior Curriculum Designer, National Curriculum Centre, Manzini.

Kika, Ms. Jesal, World Bank.

Macwele, Mr. Musa, Senior Inspector,
AELL, MoET, Mbabane.

Magagula, Ms. Phumzile, SWAP
Coordinator, MoET, Mbabane.

Magagula, Mr. Thabo, Save the Children.

Mamba, Mr. Thembinkosi, Curriculum Designer,
National Curriculum Centre, Manzini.

Manana, Ms. Tibekile, Chief Executive Officer,
Sebenta National Institute, Mbabane.

Maphosa, Mr. Stan, Education Planning Officer/
Economist, Education and Training Planning
Unit, MoET, Mbabane.

Maseko, Mr. Simon, Principal, Emlalati
Development Centre.

Masuku, Ms. Dumsile, Guidance and
Counselling, MoET, Mbabane.

Mdluli, Ms. Fikile, Chief Tertiary, MoET, Mbabane.

Mhlongo, Ms. Ntombifuthi, Principal, William Pitcher
College, Manzini.

Msibi, Ms. Gcina, Inspector, ECCDE, MoET, Mbabane.

Ndlangamandla, Mr. Eward, Curriculum Designer,
National Curriculum Centre, Manzini.

Ndzinisa, Ms. Bheki, MoF, Mbabane.

Nhlabatsi, Ms. Nelisiwe, National Coordinator,
Swaziland Network Campaign for Education
for All, Mbabane.

Ninan, Ms. Elizabeth, World Bank.

Nkambule, Mr. Victor, Education Specialist, UNICEF
Eswatini Country Office, Mbabane.

Nkambule, Mr. Zweli, Planning
Officer, MoET, Mbabane.

Nkomo, Ms. Nomcebo, Principal, ECOT, Mbabane.

Nxumalo, Ms. Cebisile, Senior Inspector, Special
Education, MoET, Mbabane.

Shabalala, Mr. Jabulane, EMIS
Manager, MoET, Mbabane.

Shiba, Ms. Beketele, Inspector,
ECCDE, MoET, Mbabane.

Simelane, Mr. Earnest, Director, Department of
Industrial and Vocational Training, MoLSS, Mbabane.

Simelane, Ms. Gwendolyne, ECCDE, MoET, Mbabane.

Simelane, Mr. Vusi, Senior Inspector
Primary, MoET, Mbabane.

Shongwe, Ms. Martha, Chief
Secondary, MoET, Mbabane.

Shongwe, Ms. Nonhlanhla, Senior Planning
Officer, MoET, Mbabane.

Thembi, Ms. Sindi, Acting Teaching Service
Commission Executive Secretary, Teacher
Development, Mbabane.

Tsabedze, Ms. Tengetile, Early Childhood Specialist,
UNICEF, Mbabane.

Zitha, Ms. Cynthia, Inspector, ECCDE, MoET.

Appendix 2:

List of resource materials used in developing the ESSP

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Appendix 3:

Consultations conducted in the process of developing the ESSP

List of consultations conducted in the process of developing the ESSP:

1. Meeting with MoET Education Sector Analysis Steering Committee, 26 August 2020
2. Meeting for the development of the ESSP, 6 June 2021
3. Meeting for the presentation of the first draft of the ESSP, 20 July 2021
4. General workshops 1–12 (12 workshops) on Goals 1–7, 26 July to 17 August 2021
5. Special workshops (three workshops in addition to the general workshops):
 - ECCDE (10 August 2021)
 - Primary education I (12 August 2021)
 - Assessment (18 August 2021)
 - Primary education II (7 September 2021)
 - PSET (8 September 2021)
 - ECOT (14 September 2021)
6. Meeting for the presentation of the second revised draft of the ESSP, 31 August 2021
7. Technical workshops 1 and 2 (two workshops) on ESSP indicators, baselines and targets, 2 and 6 September 2021
8. Meeting for the presentation of the independent appraisal of the ESSP, 23 December 2021
9. Inception meeting for the development of the Multi-Year Action Plan 2022–2025, 11 January 2022
10. Meeting to review and validate the financial projections for the ESSP, 2 February 2022
11. General workshops 1–27 (27 workshops) on drafting sub-activities, implementation timelines and costings under the Multi-Year Action Plan 2022–2025, 12 January to 28 February 2022
12. Meeting for the presentation of the Multi-Year Action Plan 2022–2025, 2 March 2022
13. Meeting for the presentation of the revised final draft of the ESSP, 4 March 2022

Meeting with MoET/Education Sector Analysis Steering Committee, 26 August 2020

No	Name	Organization and position
1	Dr. N. Dlamini	Director of Education, MoET
2	Mr. Jabulane Shabalala	EMIS Manager, MoET
3	Ms. Nonhlanhla Shongwe	Senior Planning Officer, MoET
4	Mr. Madoda Khumalo	Planning Officer, MoET
5	Mr. Bavukile Dlamini	Planning Officer, MoET
6	Ms. Phumzile Magagula	Sector Wide Approach to Planning (SWAP) Coordinator, MoET
7	Mr. Victor Nkambule	Education Specialist, UNICEF
8	Ms. Kuki Simelane	Administration and Supply Associate, Eswatini Country Office, UNICEF
9	Mr. Ditshego Aaron Mashilo	Supply Assistant, Procurement Hub, Pretoria Country Office, UNICEF
10	Ms. Maria Hernandez	Project Manager, PROMAN S.A.
11	Ms. Hilde Cornelissen	Director, PROMAN S.A.
12	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.

Meeting for the development of the ESSP, 6 June 2021

No	Name	Organization and position
1	Dr. N. Dlamini	Director Education, MoET
2	Mr. Jabulane Shabalala	EMIS Manager, MoET
3	Mr. Madoda Khumalo	Planning Officer, MoET
4	Ms. Musa Hlophe	Director, National Curriculum Centre
5	Ms. Phumzile Magagula	SWAP Coordinator, MoET
6	Ms. Phumzile Hlophe	UNESCO
7	Mr. Victor Nkambule	Education Specialist, UNICEF
8	Ms. Maria Hernandez	Project Manager, PROMAN S.A.
9	Ms. Hilde Cornelissen	Director, PROMAN S.A.
10	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
11	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
12	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
13	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Meeting for the presentation of the first draft of the ESSP, 20 July 2021

No	Name	Organization and position
1	Mr. Bhekithemba Gama	Undersecretary, MoET
2	Dr. N. Dlamini	Director Education, MoET
3	Ms. Phumzile Magagula	SWAP Coordinator, MoET
4	Ms. Fikile Mdluli	Chief Tertiary, MoET
5	Ms. Gwen Simelane	ECCDE, MoET
6	Mr. Madoda Khumalo	Planning Officer, MoET
7	Mr. Bavukile Dlamini	Planning Officer, MoET
8	Mr. Zweli Nkambule	Planning Officer, MoET
9	Ms. Phetsile Masilela	Junior Achievement
10	Ms. Nelsiwe Dlamini	EMIS, MoET
11	Ms. Thuli Langwenya	REO, Hhohho
12	Ms. Sibongile Dlamini	Ministry of Economic Planning and Development (Aid Coordination)
13	Mr. Molise Dlamini	Swaziland National Association of Teachers
14	Ms. Cebisile Nxumalo	Special Education, MoET

No	Name	Organization and position
15	Mr. Thabo Magagula	Save the Children
16	Ms. Tibekile Manana	MoET (Sebenta)
17	Mr. Vumile Dlamini	MoET (Sebenta)
18	Mr. Simon Maseko	Emlaladini Development Centre
19	Ms. Lindiwe Dlamini	Guidance and Counselling, MoET
20	Ms. Nelsiwe Vilakati	MoET (Accounts)
21	Ms. Jesal Kika	World Bank
22	Ms. Musa Hlophe	Director National Curriculum Centre, MoET
23	Ms. Nelsiwe Nhlabatsi	Swaziland Network Campaign for Education for All
24	Ms. Tihtina Gebre	World Bank
25	Ms. Bheki Ndzinisa	MoF
26	Ms. Constance Dlamini	Chief Primary Education, MoET
27	Ms. Elizabeth Ninan	World Bank
28	Ms. Nhlanhla Dlamini	MoET (REO Manzini)
29	Ms. Phumzile Hlophe	UNESCO
30	Mr. Victor Nkambule	Education Specialist, UNICEF
31	Ms. Maria Hernandez	Project Manager, PROMAN S.A.
32	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
33	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
34	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
35	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

General workshops 1 to 12 (Goals 1–7), 26 July to 17 August 2021

No	Name	Organization and position
Regular participants (all 12 workshops):		
1	Dr. N. Dlamini	Director Education, MoET, Focal Point for Goal 6
2	Ms. Phumzile Magagula	SWAP Coordinator, MoET
3	Mr. Andreas Musa Hlophe	Director National Curriculum Centre, Focal Point for Goal 1
4	Ms. Martha Shongwe	Chief Secondary, MoET, Focal Point for Goal 2
5	Mr. Jabulane Shabalala	EMIS Manager, MoET, Focal Point for Goal 3

No	Name	Organization and position
6	Ms. Fikile Mdluli	Chief Tertiary, Focal Point for Goal 4
7	Mr. Madoda Khumalo	Planning Officer, MoET, Focal Point for Goal 5
8	Mr. Bavukile Dlamini	Planning Officer, MoET, Focal Point for Goal 7
9	Mr. Zweli Nkambule	Senior Planning Officer, MoET – Participant
10	Mr. Victor Nkambule	Education Specialist, UNICEF – Participant
11	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
12	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
13	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
14	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.
Additional participants attending selected general workshops according to their field of expertise:		
15	Ms. Constance Dlamini	Chief Inspector Primary, MoET
16	Mr. Peter Dlamini	Director, INSET, Teacher Development (Goal 4)
17	Ms. Sindi Thembi	Acting Teaching Service Commission Executive Sec. Teacher Development (Goal 4)
18	Ms. Nelisiwe Dlamini	Financial Controller, MoET
19	Ms. Ntombifuthi Mhlongo	Principal, William Pitcher College
20	Ms. Cebisile Nxumalo	Senior Inspector, SEN, MoET
21	Ms. Thobile Gamedze	Senior Inspector, Nutrition, MoET
22	Ms. Dumsile Masuku	Guidance and Counselling, MoET
23	Mr. Earnest Simelane	Director Department of Industrial and Vocational Training, MoLSS
24	Ms. Nomcebo Nkomo	Principal, SCOT, TVET
25	Ms. Tibekile Manana	Chief Executive Officer, Sebenta Institute
26	Mr. Simon Maseko	Principal Emlaladini Development Centre (open distance learning)
27	Mr. Musa Macwele	Senior Inspector, Adult Education and Lifelong Learning
28	Ms. Nomcebo Nkomo	Principal, William ECOT

Special workshop – ECCDE, 10 August 2021

No	Name	Organization and position
1	Dr. N. Dlamini	Director Education, MoET
2	Ms. Phumzile Magagula	SWAP Coordinator, MoET
3	Ms. Gwendolyn Simelane	Senior Inspector ECCDE, MoET
4	Ms. Phumzile Hlophe	Secretary General, UNESCO
5	Ms. Dudu Hlophe	Inspector, ECCDE MoET
6	Ms. Cynthia Zitha	Inspector, ECCDE MoET
7	Ms. Beketele Shiba	Inspector, ECCDE MoET
8	Ms. Gcina Msibi	Inspector, ECCDE MoET
9	Ms. Mavi Dlamini	Inspector, ECCDE MoET
10	Ms. Winile Tsabedze	Inspector, ECCDE MoET
11	Ms. Elizabeth Henwood	Secretary, Early Childhood Network
12	Ms. Tengetile Tsabedze	Early Childhood Specialist, UNICEF
13	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
14	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
15	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
16	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Special workshop – Primary 1, 12 August 2021

No	Name	Organization and position
1	Dr. N. Dlamini	Director Education, MoET
2	Ms. Phumzile Magagula	SWAP Coordinator, MoET
3	Ms. Constance Dlamini	Chief Inspector Primary, MoET
4	Mr. Vusi Simelane	Senior Inspector Primary, MoET
5	Mr. Victor Nkambule	Education Specialist. UNICEF
6	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
7	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
8	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
9	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Special workshop – National Assessment, 18 August 2021

No	Name	Organization and position
1	Ms. Phumzile Magagula	SWAP Coordinator, MoET
2	Mr. Robert Khumalo	Senior Curriculum Designer, National Assessment
3	Mr. Eward Ndlangamandla	Curriculum Designer, National Assessment
4	Mr. Thembinkosi Mamba	Curriculum Designer, National Curriculum Centre
5	Mr. Thembelihle Dlamini	Curriculum Designer, National Curriculum Centre, National Assessment
6	Mr. Simon Maseko	Principal, Emlatini Development Centre (open distance learning)
7	Mr. Jabulane Shabalala	EMIS Manager, MoET
8	Ms. Martha Shongwe	Chief Secondary, MoET
9	Dr. Joachim (Joe) Friedrich Pfafe	Education and Development Consultant, Team Leader, PROMAN S.A.
10	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
11	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
12	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Meeting for the presentation of the second revised draft of the ESSP, 31 August 2021

No	Name	Organization and position
1	Mr. Bhekithemba Gama	Undersecretary, MoET (for Director Education, MoET)
2	Mr. Nhlanhla Motsa	SWAP Coordinator, MoET
3	Mr. Jabulane Shabalala	Chief Tertiary
4	Mr. Madoda Khumalo	MoET (Sebenta)
5	Ms. Dudu Hlophe	ECOT
6	Ms. Futhi Mhlongo	Planning, MoET
7	Mr. Zweli Nkambule	Chief Primary
8	Ms. Phetsile Masilela	Junior Achievement
9	Mr. Peter Dlamini	ECOT
10	Dr. Meredith McCormack	Global Partnership for Education
11	Ms. Phindile Makhanya	Eswatini Principals' Association
12	Mr. Victor Nkambule	UNICEF
13	Ms. Thembi Mdluli	MoET

No	Name	Organization and position
17	Ms. Martha Shongwe	MoET
18	Ms. Thuli Langwenya	MoET
19	Mduduzi Masilela	Eswatini Principals' Association
20	Mcolisi Dlamini	Swaziland National Association of Teachers
21	Ms. Cebisile Nxumalo	MoET
22	Mr. Siphon Dlamini	Eswatini Principals' Association
23	Mr. Welile Mkhathshwa	Legal Advisor Teaching Service Commission
24	Ms. Dumsile Mamba	Legal Advisor MoET
25	Ms. Nomcebo Nhlengetfwa	ECOT
26	Mr. Simon Maseko	Emlatini Development Centre
27	Ms. Fikile Mdluli	MoET
28	Mr. Welcome Mhlanga	Eswatini Principals' Association
29	Ms. Thobile Gamedze	MoET
30	Ms. Nelsiwe Nhlabatsi	Swaziland Network Campaign for Education for All
31	Ms. Elizabeth Mkhabela	Bantwana
32	Mr. Sibusiso Ndzinisa	MoET
33	Ms. Siphesihle Dlamini	National Population Unit
34	Ms. Tengetile Tsabedze	UNICEF
35	Mr. Eward Ndlangamandla	National Curriculum Centre
36	Ms. Phumzile Magagula	SWAP Coordinator, MoET
37	Dr. Joachim (Joe) Friedrich Pfafe	Education and Development Consultant, Team Leader, PROMAN S.A.
38	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
39	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
40	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Special workshop – Primary II (financing issues), 7 September 2021

No	Name	Organization and position
1	Dr. N. Dlamini	Director Education, MoET
2	Ms. Phumzile Magagula	SWAP Coordinator, MoET
3	Ms. Constance Dlamini	Chief Inspector Primary, MoET
4	Mr. Vusi Simelane	Senior Inspector Primary, MoET
5	Ms. Cynthia Hlophe	National Curriculum Centre

No	Name	Organization and position
6	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
7	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
8	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
9	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Special workshop – PSET (financing issues), 8 September 2021

No	Name	Organization and position
1	Ms. Phumzile Magagula	SWAP Coordinator, MoET
2	Ms. Fikile Mdluli	Chief Tertiary
3	Ms. Tibekile Manana	MoET (Sebenta)
4	Mr. Vumile Dlamini	MoET (Sebenta)
5	Mr. Simon Maseko	Emlatini Development Centre
6	Ms. Futhi Mhlongo	William Pitcher Teacher Training College
7	Dr. Buyisile Dladla	Ngwane Teacher Training College
8	Ms. Tanele Sukati	Gwamile Vocational Centre
9	Ms. Precious Dlamini	Good Shepherd Hospital
10	Mr. Musa Macwele	AELL
11	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
13	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
14	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Special workshop – ECOT, 14 September 2021

No	Name	Organization and position
1	Dr. N. Dlamini	Director Education, MoET
2	Ms. Phumzile Magagula	SWAP Coordinator, MoET
3	Ms. Fikile Mdluli	Chief Tertiary
4	Ms. Tibekile Manana	MoET (Sebenta)
5	Ms. Nomcebo Nhlengetfwa	ECOT
6	Mr. Bavukile Dlamini	Planning, MoET
7	Ms. Constance Dlamini	Chief Primary

No	Name	Organization and position
8	Mr. Madoda Khumalo	Planning, MoET
9	Ms. Constance Masina	ECOT
10	Mr. Rangarirai Taruvunga	Mananga College
11	Ms. Thokozile Nkhosi	ECOT
12	Ms. Thobile Sukati	Former Principal, ECOT
13	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
14	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
15	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Technical workshops 1 and 2 on ESSP indicators, baselines and targets, 2 and 6 September 2021

No	Name	Organization and position
1	Dr. N. Dlamini	Director Education, MoET, Focal Point for Goal 6
2	Ms. Phumzile Magagula	SWAP Coordinator, MoET
3	Ms. Martha Shongwe	Chief Secondary, MoET, Focal Point for Goal 2
4	Mr. Jabulane Shabalala	EMIS Manager, MoET, Focal Point for Goal 3
5	Ms. Fikile Mdluli	Chief Tertiary, Focal Point for Goal 4
6	Mr. Madoda Khumalo	Planning Officer, MoET, Focal Point for Goal 5
7	Mr. Bavukile Dlamini	Planning Officer, MoET, Focal Point for Goal 7
8	Ms. Phumzile Magagula	SWAP Coordinator, MoET
9	Mr. Andreas Musa Hlophe	Director National Curriculum Centre, Focal Point for Goal 1
10	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
11	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
12	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.

Meeting for the presentation of the independent appraisal of the ESSP, 23 December 2021

No	Name	Organization and position
1	Mr. Bhekithemba Gama	Undersecretary, MoET
2	Dr. N. Dlamini	Director Education, MoET

No	Name	Organization and position
3	Ms. Phumzile Magagula	SWAP Coordinator, MoET
4	Ms. Fikile Mdluli	Chief Tertiary, MoET
5	Dr. Dudu Hlophe	ECCDE, MoET
6	Mr. Madoda Khumalo	Planning Officer, MoET
7	Mr. Bavukile Dlamini	Planning Officer, MoET
8	Mr. Zweli Nkambule	Planning Officer, MoET
9	Ms. Phetsile Masilela	Junior Achievement
10	Ms. Nelsiwe Dlamini	EMIS, MoET
11	Ms- Thuli Langwenya	REO Hhohho
12	Ms. Sibongile Dlamini	Ministry of Economic Planning and Development (Aid Coordination)
13	Mr. Mcolisi Dlamini	Swaziland National Association of Teachers
14	Ms. Cebsile Nxumalo	Special Education, MoET
15	Mr. Thabo Magagula	Save the Children
16	Ms. Tibekile Manana	MoET (Sebenta)
17	Mr. Vumile Dlamini	MoET (Sebenta)
18	Mr. Simon Maseko	Emlatini Development Centre
19	Ms. Lindiwe Dlamini	Guidance and Counselling, MoET
20	Ms. Nelsiwe Vilakati	MoET (Accounts)
21	Ms. Jesal Kika	World Bank
22	Ms. Musa Hlophe	Director National Curriculum Centre, MoET
23	Ms. Nelsiwe Nhlabatsi	Swaziland Network Campaign for Education for All
24	Ms. Tihtina Gebre	World Bank
25	Ms. Bheki Ndzinisa	MoF
26	Ms. Constance Dlamini	Chief Primary Education, MoET
27	Ms. Elizabeth Ninan	World Bank
28	Ms. Nhlanhla Dlamini	MoET (REO Manzini)
29	Ms. Phumzile Hlophe	UNESCO
30	Mr. Victor Nkambule	Education Specialist, UNICEF
31	Ms. Maria Hernandez	Project Manager, PROMAN S.A.
32	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
33	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.

No	Name	Organization and position
34	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
35	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Inception meeting for the development of the Multi-Year Action Plan 2022–2025, 11 January 2022

No	Name	Organization and position
1	Dr. N. Dlamini	Director Education, MoET
2	Mr. Jabulane Shabalala	EMIS Manager, MoET
3	Mr. Madoda Khumalo	Planning Officer, MoET
4	Ms. Musa Hlophe	Director, National Curriculum Centre
5	Mr. Stan Maphosa	Education Planning Officer/ Economist, MoET
6	Ms. Phumzile Magagula	SWAP Coordinator, MoET
7	Ms. Phumzile Hlophe	UNESCO
8	Mr. Victor Nkambule	Education Specialist, UNICEF
9	Ms. Maria Hernandez	Project Manager, PROMAN S.A.
10	Ms. Constance Dlamini	Chief Primary, MoET
11	Mr. Vusi Simelane	Inspector Primary, MoET
12	Ms. Thab'sile Dlamini	Free Primary Education – Inspector, MoET
13	Mr. Thembinkosi Mamba	Curriculum Designer, National Curriculum Centre
14	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
15	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

Meeting to review and validate the financial projections for the ESSP, 2 February 2022

No	Name	Organization and position
1	Mr. Bhekithemba Gama	Undersecretary, MoET
2	Dr. N. Dlamini	Director Education, MoET
3	Mr. Stan Maphosa	Education Planning Officer/ Economist, MoET
4	Ms. Phumzile Magagula	SWAP Coordinator, MoET
5	Ms. Fikile Mdluli	Chief Tertiary, MoET
6	Ms. Gwen Simelane	ECCDE, MoET

No	Name	Organization and position
7	Mr. Madoda Khumalo	Planning Officer, MoET
8	Mr. Bavukile Dlamini	Planning Officer, MoET
9	Mr. Zweli Nkambule	Planning Officer, MoET
10	Ms. Nelsiwe Dlamini	EMIS, MoET
11	Mr. Mcolisi Dlamini	Swaziland National Association of Teachers
12	Ms. Cebisile Nxumalo	Special Education, MoET
13	Mr. Thabo Magagula	Save the Children
14	Ms. Tibekile Manana	MoET (Sebenta)
15	Mr. Vumile Dlamini	MoET (Sebenta)
16	Mr. Simon Maseko	Emlatini Development Centre
17	Ms. Lindiwe Dlamini	Guidance and Counselling, MoET
18	Ms. Nelsiwe Vilakati	MoET (Accounts)
19	Ms. Jesal Kika	World Bank
20	Ms. Musa Hlophe	Director National Curriculum Centre, MoET
21	Ms. Nelsiwe Nhlabatsi	Swaziland Network Campaign for Education for All
22	Ms. Tihtina Gebre	World Bank
23	Ms. Bheki Ndzinisa	MoF
24	Ms. Constance Dlamini	Chief Primary Education, MoET
25	Ms. Elizabeth Ninan	World Bank
26	Ms. Nhlanhla Dlamini	MoET (REO Manzini)
27	Ms. Phumzile Hlophe	UNESCO
28	Mr. Victor Nkambule	Education Specialist, UNICEF
29	Ms. Maria Hernandez	Project Manager, PROMAN S.A.
30	Dr. Joachim (Joe) Friedrich Pfafe	Education and Development Consultant, Team Leader, PROMAN S.A.
31	Ms. Lindiwe Dladla	Education Consultant, PROMAN S.A.
32	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.
33	Mr. Fadi Abillama	Financial Expert Consultant for the Multi-Year Action Plan, PROMAN S.A.
34	Dr. Anthony Dewees	Financial Expert Consultant, PROMAN S.A.

General workshops 1–27 on drafting sub-activities, implementation timelines and costings under the Multi-Year Action Plan 2022–2025, 12 January to 28 February 2022

No	Name	Organization and position
Regular participants (all 27 workshops):		
1	Mr. Stan Maphosa	Education Planning Officer/Economist, MoET
2	Ms. Phumzile Magagula	SWAP Coordinator, MoET
3	Mr. Andreas Musa Hlophe	Director National Curriculum Centre, Focal Point for Goal 1
4	Ms. Martha Shongwe	Chief Secondary, MoET, Focal Point for Goal 2
5	Mr. Jabulane Shabalala	EMIS Manager, MoET, Focal Point for Goal 3
6	Ms. Fikile Mdluli	Chief Tertiary, Focal Point for Goal 4
7	Mr. Madoda Khumalo	Planning Officer, MoET, Focal Point for Goal 5
8	Mr. Bavukile Dlamini	Planning Officer, MoET, Focal Point for Goal 7
9	Mr. Zweli Nkambule	Senior Planning Officer, MoET – participant
10	Mr. Fadi Abillama	Financial Expert Consultant for the Multi-Year Action Plan, PROMAN S.A.
11	Dr. Joachim (Joe) Friedrich Pfafe	Education and Development Consultant, Team Leader, PROMAN S.A.
Additional participants attending selected general workshops according to their field of expertise:		
12	Dr. N. Dlamini	Director Education, MoET, Focal Point for Goal 6
13	Ms. Constance Dlamini	Chief Inspector Primary, MoET
14	Mr. Peter Dlamini	Director, INSET, Teacher Development (Goal 4)
15	Ms. Sindi Tembe	Acting Teaching Service Commission Executive Sec. Teacher Development (Goal 4)
16	Ms. Nelsiwe Dlamini	Financial Controller, MoET
17	Ms. Ntombifuthi Mhlongo	Principal, William Pitcher College
18	Ms. Cebisile Nxumalo	Senior Inspector, SEN, MoET
19	Ms. Thobile Gamedze	Senior Inspector, Nutrition, MoET
20	Ms. Dumsile Masuku	Guidance and Counselling, MoET
21	Mr. Zwakele Motsa	
22	Ms. Nomcebo Nkomo	Principal, SCOT, TVET

No	Name	Organization and position
23	Ms. Tibekile Manana	Chief Executive Officer, Sebenta Institute
24	Mr. Simon Maseko	Principal Emlalatini Development Centre (open distance learning)
25	Mr. Musa Macwele	Senior Inspector, AELL
26	Ms. Futhi Mhlongo	Principal, William Pitcher Teacher Training College
27	Mr. Victor Nkambule	Education Specialist, UNICEF – Participant
28	Mr. Vusi Simelane	Inspector Primary, MoET
29	Ms. Thab'sile Dlamini	Free Primary Education – Inspector, MoET
30	Mr. Thembinkosi Mamba	Curriculum Designer, National Curriculum Centre
31	Ms. Tanele Dlamini	Lecturer, Vocational Training Centre
32	Ms. Celiwe Thokozani Khumalo	Ngwane Teacher Training College
33	Ms. Dumsile Mamba	Legal Advisor, MoET
34	Ms. Vumile Dlamini	Sebenta National Institute
35	Ms. Lomthantazo Dlamini	Sebenta National Institute
36	Ms. Matsidiso Thwala	TVET Department, MoET
37	Dr. Dudu Hlophe	ECCDE Senior Inspector, MoET

Meeting for the presentation of the Multi-Year Action Plan 2022–2025, 2 March 2022

No	Name	Organization and position
1	Mr. Stan Maphosa	Education Planning Officer/ Economist, MoET
2	Ms. Fikile Mdluli	Chief Tertiary, MoET
3	Ms. Nelsiwe Dlamini	EMIS Statistician, MoET
4	Ms. Cebisile Nxumalo	Special Education, MoET
5	Ms. Nelsiwe Vilikati	Accounts Section, MoET
6	Ms. Nelsiwe Nhlabatsi	Swaziland Network Campaign for Education for All
7	Ms. Phumzile Hlophe	UNESCO
8	Mr. Lungelo Nhlengetfwa	Undersecretary – Schools Manager, MoET
9	Ms. Constance Vilakati	Undersecretary – Administration, MoET
10	Ms. Dumsile T Mamba	Legal Advisor, MoET
11	Ms. Nathalie Daries	UNICEF

No	Name	Organization and position
12	Ms. Dumsile Masuku	Education Testing Guidance and Psychological Services
13	Mr. Lomthadazo Dlamini	Sebenta National Institute
14	Ms. Matshidiso Thwala	TVET Department, MoET
15	Ms. Ntombifuthi Mhlongo	Acting Principal, William Pitcher Teacher Training College
16	Mr. Mbuso	MoET
17	Mr. Peter Dlamini	Director INSET, MoET
18	Mr. Thembinkosi Mamba	National Curriculum Centre
19	Ms. Patricia Dlamini	MoET
20	Ms. Thabsile DLamini	Free Primary Education, MoET
21	Dr. Dudu Hlophe	Acting Senior Inspector ECCDE, MoET
22	Ms. Thobile Gamedze	Senior Inspector- Nutrition, MoET
23	Mr. Lungelo Nhlengetfwa	Undersecretary – Schools Manager, MoET
24	Ms. Constance Vilakati	Undersecretary – Administration, MoET
25	Ms. Dumsile T Mamba	Legal Advisor, MoET
26	Mr. Victor Nkambule	Education Specialist, UNICEF
27	Dr. Joachim (Joe) Friedrich Pfaffe	Education and Development Consultant, Team Leader, PROMAN S.A.
28	Mr. Fadi Abillama	Financial Expert Consultant for the Multi-Year Action Plan, PROMAN S.A.
29	Mr. Mandla Mazibuko	Education Consultant, PROMAN S.A.

Kingdom of Eswatini Ministry of Education and Training

Ministry of Education and Training Building

Hospital Hill Road

Mbabane

Postal address: P.O. Box 39, Mbabane, Eswatini

Tel: (+268) 2408 8300, (+268) 2408 3307, (+268) 2408 2491

Fax: (+268) 2404 3880

Website: www.gov.sz